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VETS LAB

Virtual Education Through Sport Laboratory

TOOLBOX

2021-SCP ERASMUS 2027 101050313



**VIRTUAL EDUCATION THROUGH SPORT
LABORATORY
2021-SCP ERASMUS 2027 101050313**

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OUR SUPER TEAM



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ABOUT THE PROJECT

The vETS LAB project seeks to support educators, PE teachers and sport coaches for extending and developing their competences for applying the “Education through Sport” Methodology in digital environment, as well to promote open education related to sport virtually and innovative educational approaches and practices in a digital era. The integration of sport elements within virtual learning context and enhanced synergies and complementarity between educational, sport and virtual training experiences will allow the learners to better rethink the potential of sport and be aware of its huge capacity for bringing sustainable changes in society.

Results:

- vETS video manual - video lessons on the virtual application of ETS methodology
- vETS Toolbox – new practical methods/exercises, using sport for educational purpose in a digital environment
- Virtual ETS Lab - online educational working space, gathering the outputs and a tool for future collaboration

The project is a cooperation between six

European countries:

- Regionalne Centrum Wolontariatu-
- Poland Unione Sportive ACLI - Italy
- BEST – Austria
- BB&R- Spain
- Corporate Games – Romania
- Coordinator: Mundus Bulgaria



THE CONCEPT

History of ETS

Education through Sport (ETS) has a long and rich history, dating back to ancient civilizations such as Greece, Rome, and China, where sports and physical activity were seen as essential components of a well-rounded education. In ancient Greece, for example, the Olympic Games were not only a sporting event but also a platform for cultural exchange, education, and diplomacy.

In the modern era, the concept of ETS was popularized in the early 20th century by educators such as Johann Pestalozzi, who emphasized the importance of physical education and sports in the development of young people. The idea of ETS was further developed by educators such as Pierre de Coubertin, the founder of the modern Olympic Games, who saw sports as a means of promoting international understanding and peace. During the mid-20th century, ETS became a popular movement in Europe, with organizations such as the International Council of Sport Science and Physical Education (ICSSPE) and the European Physical Education Association (EUPEA) promoting the use of sports and physical activity as tools for education and social development.

In recent years, the concept of ETS has gained renewed attention, with organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Olympic Committee (IOC) emphasizing the role of sports in promoting social inclusion, health, and education.

Today, ETS is seen as an important tool for promoting physical activity, healthy lifestyles, social cohesion, and personal development among young people, and continues to be an important component of many educational programs around the world.

What do we mean by Education Through Sport?

Education through Sport (ETS) is a concept that refers to the use of sports and physical activity as a means of promoting learning, personal development, and social change. ETS involves integrating sports and physical activity into educational programs, using them as tools to enhance academic learning, promote health and wellness, and foster social and emotional development.

ETS is based on the idea that sports and physical activity can be powerful tools for promoting positive values such as teamwork, fair play, respect, and discipline, as well as for developing skills such as problem-solving, leadership, and communication. ETS is also based on the recognition that sports and physical activity can have important physical, cognitive, and psychological benefits, such as improving cardiovascular health, enhancing cognitive function, and reducing stress and anxiety.

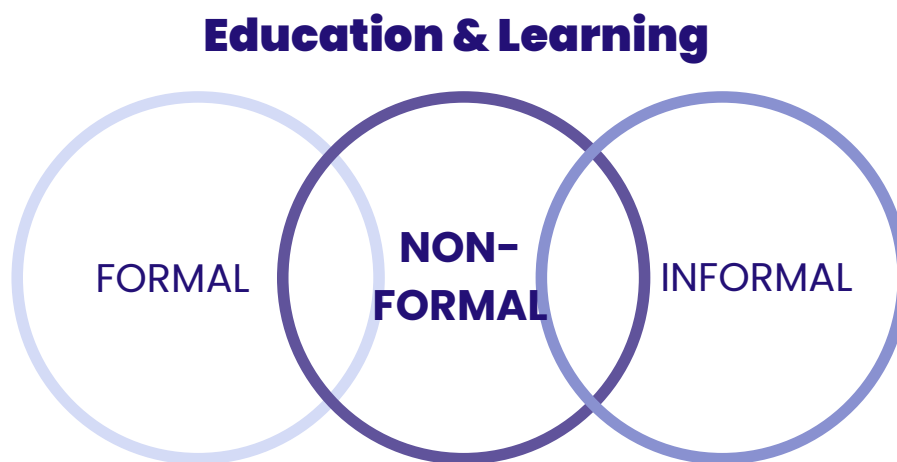
ETS can take many different forms, including physical education classes, after-school sports programs, sports camps, and community sports initiatives. ETS programs can be designed for different age groups and skill levels and can focus on a variety of sports and physical activities, from traditional team sports such as soccer and basketball to individual pursuits such as swimming and running.

Overall, ETS is a holistic approach to education that recognizes the importance of physical activity and sports in promoting healthy development and positive social change and seeks to leverage these powerful tools to support the learning and growth of young people.

Non-formal education is all around us: being part of a sports team, volunteering, playing an instrument, doing drama, or being part of some other youth or community group.

All these environments provide non-formal learning opportunities for young people. Every day we are confronted with non-formal education and its outcomes, yet many lack the correct term to describe it. So here is an overview of what NFE is and why it is a fundamental part of education in today's world.

First, let us distinguish between different forms of education:



Source: nonformaleducation.org

Formal education: Primary, secondary and tertiary education, at the end of which a recognised certification, diploma, or degree can be obtained.

Informal education: what we learn through everyday situations and interactions, like building friendships or locking the door when leaving the house, for example.

Non-formal education: structured programmes outside the formal educational curriculum that are institutionalised and organised by an educational service provider.

These may be youth organisations, NGOs, sports teams and other groups that people join voluntarily. Non-formal education takes place by engaging in projects, discussions and creative or athletic activities together, playing games or going on trips, for example.

These are some characteristics of non-formal education:

- Voluntary participation
- Group Context and peer learning
- Student-centered
- Experiential learning: real-life experiences, e.g. in nature or the community
- Holistic learning: students' cognitive, emotional and physical development is considered
- Value based: democracy, human rights, social inclusion
- Social action: contributing a voice and action on community challenges and civic participation

Non-formal education is an addition or alternative to formal education and should be part of any holistic and inclusive education system. In the face of globalisation and increasing social and ecological pressures, NFE programmes around the world are excelling in promoting the personal development of young people and equipping them with the knowledge and skills needed to take an active role in global and local problem-solving. Besides promoting soft and life skills that are crucial in the 21st century, non-formal education also aims to ensure access to education for all, especially where formal education is not available to all.

ETS brings value to the non-formal education and sports sector. The United Nations states that sport promotes participation, inclusion, citizenship and has the potential to teach social skills and fundamental principles. Non-formal education practitioners see sport as a powerful learning tool that can influence education and socialisation. The positive effects of sport include physical and mental health benefits such as improved physical fitness, reduced risk of chronic diseases and general well-being. On the other hand, non-formal education focuses on personalised learning, respecting the values and contributions of individuals. Non-formal education involves learners in the design, development, implementation and evaluation of their learning.

Sport, in combination with non-formal education, can have positive social and economic effects, such as combating poverty, preventing crime and strengthening social relationships and skills. However, to maximise the educational impact of sport, it is necessary to consider and integrate non-sport components such as education, mentoring and training. This structured and well-planned approach can be useful for practitioners using sport as an educational tool.

Studies show that skills acquired in sports are effectively transferable to other cultural contexts from a very early age. Sport and play, in addition to spreading the values of solidarity, loyalty, respect for the individual and for rules, which are the founding principles of any healthy society, are extraordinary tools for building skills that can be transferred to other life contexts. The organisation of a competition, the definition of roles, the determination of times, and game strategies are true intellectual competences that can be transferred to any working context and represent skills that everyone should be able to put into practice when making decisions or preparing a programme of action.

Movement activities are opportunities to emphasise creativity and emotional investment; because the educational perspective is to support processes that lead to autonomy, growth in self-esteem, the capacity for initiative and self-awareness at various levels, physical and emotional.

The WHO has identified a core set of skills consisting of ten competences. They are represented by:

1. Decision-making;
2. Problem-solving;
3. Critical thinking;
4. Creative thinking;
5. Effective communication;
6. Effective interpersonal relationships;
7. Self-awareness;
8. Empathy;
9. Managing emotions;
10. Stress management.

These skills appear to be closely linked to the person's learning and growth processes (Pillai, 2012) and can be grouped according to three areas of functioning:

1. Emotional (self-awareness, emotion management, stress management);
2. Cognitive (decision-making, problem-solving, creativity, critical sense) and
3. Social (empathy, effective communication, effective interpersonal relationships) (Gould, & Carson, 2008).

Differences between education in/by/through sport

The terms "education in sport," "education through sport," and "education by sport" are often used interchangeably, but there are some subtle differences in their meanings.

"Education *in* sport" refers to the integration of sports and physical activity into educational programs as a means of promoting academic learning and personal development. In this context, sports are used as a tool to enhance academic learning, develop physical skills, and promote positive values such as teamwork, discipline, and respect.

"Education *through* sport" refers to the use of sports and physical activity as a means of promoting personal and social development. In this context, sports are used as a tool to enhance social skills, develop positive character traits, and promote healthy lifestyles. Education through sport seeks to leverage the power of sports to foster personal growth, social inclusion, and community development.

"Education *by* sport" refers to the use of sports and physical activity as a means of promoting social change and addressing broader social issues. In this context, sports are used as a tool to promote social justice, human rights, and peacebuilding.

Education by sport seeks to harness the power of sports to create positive social change and address pressing global challenges.

In summary, while the terms "education in sport," "education through sport," and "education by sport" all involve the use of sports and physical activity as a tool for education and personal development, they have slightly different emphases and goals.

Some examples of each sport education type:

Education in sport:

School is the ideal environment for teaching life skills because it plays an important role in socialisation processes. Schools receive their mandate from society, which asks them to take charge of children and young people to help them fit into the society in which they live (Siped, 2014). At school, children and adolescents are trained to think critically, to know how to cooperate with others, to create and maintain good relationships, to set and recognise goals and to evaluate their learning.

Physical education is a school discipline that contributes significantly to personality formation, social relationships and the acquisition of life skills. It aims to promote the growth of physically educated individuals through the acquisition of motor skills, knowledge and socio-affective behaviour. This holistic approach aims to develop children's physical, cognitive and social well-being and to promote healthy lifestyles. Physical education goes beyond the motor aspect, playing an important role in motivation, self-determination and orientation toward psycho-physical well-being. Through meaningful experiences, it aims to foster awareness of the body and movement, contributing to the formation of personal identity and the growth of skills that can be spent in different areas of life.

Education through sport :

The concept of Education through Sport is a more complex process and includes specific objectives, such as addressing issues of health and well-being. In this case, educational goals are not abandoned, but are sometimes relegated to the background. ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

The aim is therefore to reconcile the sports objectives and the well-being of society. It uses sport, exercise and physical activity to work for social causes such as health, welfare, public welfare, or social inclusion. The new 'sport for all' movements are very close to this approach. Through the practice of different sports, people are expected to learn more about healthy lifestyles and thereby increase their awareness of the mentioned topic in general.

The 'NowWeMove' campaign, launched by the International Sport and Culture Association in 2012, is a practical example of promoting participation in sport and physical activity. The campaign aims to promote collaboration between different sectors and to raise awareness of the benefits of sport and physical activity.

It focuses on increasing opportunities for people to access physical activity by developing new initiatives and enhancing existing ones. The campaign also emphasises capacity building through advocacy and open-sourced solutions to ensure sustainability and innovation.

MOVE Week, Europe's largest event dedicated to sport for all, plays a significant role in promoting participation in sport by organising community events at local, national and international level. This initiative involves various stakeholders, including sports clubs, organisations, cities, communities, institutions and individuals, to encourage and facilitate participation in sport and physical activity.

Education by sport:

The ETS concept is much deeper in terms of objectives and expected outcomes and should be viewed from a holistic perspective than the other two approaches. The ETS approach itself consists of the integration and implementation of sports elements to be used for educational purposes to address a social problem, develop social skills and bring about lasting social transformation. The entire educational process is planned and prepared and clear, realistic and measurable results are expected.

The concept of Education BY Sport is more complex process and includes specific learning objectives such as the aim to address health issues and wellbeing. The aim is to combine the sporting goals with the wellbeing of society, so its educational goals are at second plan. It uses sport exercises and physical activity to work towards social causes such as raising awareness about health and wellbeing.

The implementation of an ETS programme requires the preparation of a realistic project with feasible and assessable goals, which is guided by an educational intention and is in line with the specific priorities of the target area. Professionals conducting ETS programmes design non-formal learning programmes focused on social issues, such as employability, social integration and combating racism.

For example, practising a martial art without a specific project behind it, guided only by the desire for technical progress, remains a FOR sports involvement, but can also develop self-control and respect for others. The important thing is to conduct a process in which sport and physical activities become supporting tools for the achievement of educational goals and in which the sport itself becomes secondary to the educational purpose.

Khalida Popal: My power is my voice and my voice is strong"

Khalida Popal, pioneer of women's football in Afghanistan and founder of the women's national team of which she was the first captain, used sport as a tool for women's emancipation from Islamic laws. In 2011 she was forced to flee to Denmark due to constant threats where she still lives and works and where she has become an advocate for women's rights and women in sport.

She founded the association Girl Power with which through sport she creates social inclusion and stimulates female empowerment, especially of refugee or immigrant women and girls. Girl Power's mission is to educate women about their rights and the positive impact of their active participation in society so that they can make their contribution.

Where and how can it be used?

Education through Sport (ETS) can be used in a variety of settings and contexts, including schools, community centers, sports clubs, and youth organizations. Here are some examples of how ETS can be used in different settings:

- **Schools:** ETS can be used in schools as part of the physical education curriculum or as an after-school program. ETS programs can focus on a variety of sports and physical activities, and can be designed to promote health and wellness, social and emotional development, and academic learning. ETS programs in schools can also be used to promote social inclusion and to address issues such as bullying and discrimination.
- **Community centers:** ETS programs can be offered at community centers as a way to promote physical activity, healthy lifestyles, and social inclusion. ETS programs in community centers can be designed for different age groups and skill levels, and can focus on a variety of sports and physical activities, from traditional team sports to individual pursuits.
- **Sports clubs:** ETS can be used in sports clubs as a way to promote positive values such as teamwork, fair play, and respect. ETS programs in sports clubs can also be designed to promote social inclusion and address issues such as discrimination and inequality.
- **Youth organizations:** ETS can be used in youth organizations as a way to promote personal and social development. ETS programs in youth organizations can focus on a variety of sports and physical activities and can be designed to develop positive character traits such as leadership, communication, and problem-solving.
- **Critical and disadvantaged areas:** juvenile penal institutions, refugee camps, etc. Motor and sporting activities can be used as an inclusive and educational tool to promote the psycho-physical well-being of those living in these contexts and educational/rehabilitative/rehabilitation pathways, to consolidate personal and relational skills useful for staying in these contexts and for social and work integration/reintegration.

ETS can be implemented in different ways, depending on the specific goals and needs of the target population. ETS programs can be designed to be competitive or non-competitive, individual or team-based, and can focus on specific skills or broader personal and social development. ETS programs can also be integrated with other educational or community-based initiatives, such as health promotion, cultural exchange, or environmental conservation.

Why use ETS?

In recent times, sport is increasingly being used as a means of education because, if used correctly, through sport and through physical activity, especially at school age, children learn various life skills in a practical manner that they can then use throughout their lives. Another reason why sport is used as an educational medium is that through physical activity, if done in a group and properly guided, social life dynamics and mutual respect are put in place, which, if learnt at a young age, the child carries with him or her throughout life.

Sport plays a decisive role in culture and society, contributing to people's psychophysical development. It is considered a 'social fact' that reflects good life patterns and behaviour. For children, sport should be a time of play and fun, without excessive expectations. It promotes discipline and balance in everyday life. Sport is an integral part of lifestyle and promotes physical, cognitive and social well-being. It also promotes inclusion and respect for different cultures.

Sport is a tool with great educational potential for teaching rules, respect for others and socialisation. For adolescents, it can promote body care and the goal of achieving results. Sport can shape people, helping them to overcome limitations and realise their dreams. Coaches play a central role in realising the educational potential of sport, encouraging self-esteem independent of results, promoting autonomy and responsibility, and enabling learning through mistakes. They are key figures in the growth of young people, acting as teachers, role models, instructors and animators. Sport has a social function because it promotes inclusion, aggregation and participation. As a vehicle for developing skills and abilities, sport promotes balanced growth in all age groups. It promotes a sense of belonging and participation, contributing to economic and social cohesion and the integration of underrepresented groups or those from disadvantaged backgrounds. Regardless of age, religion or social origin, sport has a positive impact on social cohesion, improving people's physical and social well-being.

Concept of virtual Education through Sport

What is the virtual component?

Virtual education through sport refers to the use of online platforms, technologies, and tools to facilitate learning and educational experiences related to sports. This type of education can include virtual coaching, online training, e-learning courses, webinars, and other interactive digital resources that help athletes, coaches, and sports enthusiasts improve their knowledge, skills, and performance.

Virtual education through sport can be a powerful tool for individuals who are unable to attend physical classes or training sessions due to various reasons such as distance, time constraints, or accessibility issues.

It can also be a useful way to supplement traditional forms of sports education and training. Additionally, virtual education through sport can be used to promote social interaction and collaboration among learners, allowing them to connect with others who share their interests and goals, regardless of their physical location.

This can help to create a sense of community and support, which can be especially beneficial for athletes and coaches who may feel isolated or disconnected from others in their field.

Overall, virtual education through sport can provide a convenient, flexible, and effective way for individuals to learn and improve their skills in sports-related fields.

Key principles of virtual ETS

The key components of virtual Education through Sport (ETS) can include the following:

1. **Digital platforms:** Virtual ETS relies on digital platforms such as online learning management systems, virtual meeting and communication tools, and interactive multimedia resources. These platforms allow for remote access to ETS content and facilitate virtual interaction between participants and instructors.
2. **Sport-specific content:** Virtual ETS programs should include sport-specific content that is designed to promote learning and skill development. This content can include instructional videos, online coaching sessions, interactive quizzes and games, and virtual simulations.
3. **Personalized learning:** Virtual ETS programs should be designed to provide personalized learning experiences that meet the needs and goals of individual participants. This can be achieved through adaptive learning technologies, personalized coaching and feedback, and customized training plans.
4. **Social and emotional development:** Virtual ETS programs should also focus on promoting social and emotional development by incorporating activities and exercises that promote teamwork, communication, leadership, and resilience.
5. **Accessibility and inclusivity:** Virtual ETS programs should be accessible and inclusive for all participants, regardless of their background, skill level, or physical ability. This can be achieved through the use of adaptive technologies, multilingual content, and inclusive design principles.
6. **Monitoring and evaluation:** Virtual ETS programs should be monitored and evaluated to ensure their effectiveness and to identify areas for improvement. This can be achieved through the use of performance metrics, participant feedback, and data analytics.

Overall, the key components of virtual ETS are designed to promote effective and engaging learning experiences, promote social and emotional development, and foster inclusivity and accessibility for all participants.

Full definition of virtual ETS

Virtual ETS refers to the use of digital technologies and online platforms to deliver educational programs that use sport and physical activity as a means to promote learning, personal development, and social inclusion.

Virtual ETS programs incorporate sport-specific content, personalized learning experiences, and social and emotional development activities that are delivered remotely using virtual meeting and communication tools, online learning management systems, and interactive multimedia resources. Virtual ETS programs can be designed to target different age groups, skill levels, and learning outcomes, and can be used in a variety of settings, including schools, community centers, sports clubs, and youth organizations. The ultimate goal of virtual ETS is to provide engaging, effective, and inclusive learning experiences that promote the physical, mental, and social well-being of participants.

THE METHODOLOGY

Methods of virtual ETS

- Online coaching and training programs E-learning courses
- Webinars and virtual events
- Sports simulation and gaming
- Social media and online communities Platforms

Examples of virtual education through sport:

- Online coaching and training programs: Many coaches and sports professionals offer virtual coaching and training programs that use video conferencing tools and other digital resources to deliver personalized instruction and feedback to athletes. Although these programs fall closer to sport education, an ETS methodology can also be applied.
- E-learning courses: There is a growing number of e-learning courses and online certifications related to sports science, nutrition, coaching, and other areas of expertise in the sports industry. Just like online programs above, an ETS methodology can be applied. Webinars and virtual events: Sports organizations and companies often host virtual webinars and events that provide educational content, such as expert panels, keynote speeches, and interactive workshops.
- Sports simulation and gaming: Virtual sports simulations and games can be used to teach and reinforce fundamental skills and strategies in sports, such as decision-making, coordination, and teamwork.
- Social media and online communities: Social media platforms and online communities can provide a space for athletes and sports enthusiasts to connect, share knowledge, and learn from each other, even if they are geographically dispersed.
- Platforms: Easy-to-use web or smartphone tool offering insights and practical guides for coaches and/or athletes on specific sport-related topics (inclusion/correct lifestyles/refugee integration/wellness/mentoring etc.)

Objectives

Why do we use it and what are we trying to reach?

The purpose of virtual education through sport is to provide convenient, accessible, and effective ways for athletes, coaches, and sports enthusiasts to learn and improve their skills and knowledge related to sports and life skills. Virtual education through sport can serve several purposes, including:

- **Improving performance:** Virtual education through sport can help athletes and coaches to improve their performance by providing access to specialized training programs, expert instruction, and data-driven insights that can help identify areas for improvement.
- **Enhancing knowledge:** Virtual education through sport can provide learners with access to a wide range of educational resources related to sports, such as e-learning courses, webinars, and online communities, helping them to stay up-to-date on the latest trends and best practices in their field.
- **Providing flexibility:** Virtual education through sport can be delivered at any time and from any location, providing learners with greater flexibility and convenience than traditional classroom-based education or in-person training.
- **Fostering community:** Virtual education through sport can provide learners with opportunities to connect with others who share their interests and goals, creating a sense of community and support that can be especially valuable for athletes and coaches who may feel isolated or disconnected from others in their field.

Overall, the purpose of virtual education through sport is to enhance the learning and development of athletes, coaches, and sports enthusiasts, helping them to achieve their goals and reach their full potential in the world of sports.

Virtual Education Through Sport (ETS) aims to teach life skills using sport as a tool. Through virtual ETS, social, cognitive and emotional skills are developed that are essential for coping with the challenges of everyday life. The use of sport as a virtual educational context allows a wide range of participants to be involved, enabling them to acquire communication, collaboration, leadership, problem-solving and resilience skills. This approach combines the benefits of sport with digital tools, broadening accessibility and enabling people from different geographical and cultural backgrounds to participate and learn together. Virtual ETS aims to promote inclusion, empowerment and personal development through the online sports experience.

Advantages and disadvantages

There are several advantages and disadvantages to using virtual Education through Sport (ETS). Here are some of the key ones:

Advantages	Disadvantages
<p>Accessibility: Virtual ETS can be accessed from anywhere with an internet connection, making it more accessible for individuals who might not have access to traditional ETS programs.</p>	<p>Limited physical activity: Virtual ETS programs may not provide the same level of physical activity and skill development as traditional ETS programs.</p>
<p>Flexibility: Virtual ETS programs can be completed at the participant's own pace and on their own schedule, allowing for greater flexibility in learning.</p>	<p>Limited social interaction: Virtual ETS programs may not offer the same level of social interaction and teamwork opportunities as traditional ETS programs.</p>
<p>Personalized learning: Virtual ETS programs can be customized to meet the individual needs and goals of participants, allowing for more personalized learning experiences.</p>	<p>Technology barriers: Virtual ETS programs require access to technology and internet connectivity, which may be a barrier for some participants.</p>
<p>Inclusivity: Virtual ETS programs can be designed to be more inclusive and accommodating for participants with different abilities, backgrounds, and learning styles.</p>	<p>Potential for distraction: Virtual ETS programs may be more susceptible to distractions and lack of focus due to the remote nature of the learning environment.</p>
<p>Cost-effective: Virtual ETS programs can be more cost-effective than traditional programs, as they eliminate the need for travel, equipment, and other expenses.</p>	<p>Lack of supervision: Virtual ETS programs may not offer the same level of supervision and coaching as traditional ETS programs, which could limit learning opportunities.</p>

Overall, virtual ETS programs offer several advantages in terms of accessibility, flexibility, and personalization, but they also have some limitations in terms of physical activity, social interaction, and technology barriers. It's important to carefully consider these factors when deciding whether to implement virtual ETS programs.

PRACTICE

How to use virtual ETS in practice

- Instruction on how to use the handbook
- Video conferencing tools
- Virtual reality and simulation tools
- Sports analytics software

Some tools that are commonly used for virtual Education through Sport:

- Video conferencing tools: Video conferencing tools such as Zoom, Microsoft Teams, and Google Meet are often used for virtual coaching and training sessions, as well as for hosting webinars and virtual events.
- E-learning platforms: Many e-learning platforms provide courses, certifications, and other educational resources related to sports, such as Udemy, Coursera, and edX.
- Virtual reality and simulation tools: Virtual reality and simulation tools can be used to provide immersive and realistic training experiences for athletes and coaches, such as virtual training environments or simulated game scenarios.
- Sports analytics software: Sports analytics software, such as Statcast or Tableau, can be used to analyze and visualize data related to sports performance, helping athletes and coaches to identify areas for improvement.
- Social media and online communities: Social media platforms such as Twitter, Instagram, and Facebook can be used to connect with other athletes, coaches, and sports enthusiasts, share knowledge, and learn from each other.

These are just a few examples of the many tools that can be used for virtual education through sport. The specific tools and platforms used will depend on the goals and needs of the learners and educators involved.

The practical chapter will consist of 6 topics with methods or exercises that can be used in virtual education through sport.

Topic 1

Digitalisation and Digital Support Options in Sport

In physical education, special apps (e.g. Coach's Eye) can be used to actively use the possibilities of video feedback for learning movement, games and sports together with the pupils/participants. On the one hand, this enables the pupils/participants to experience how digital media can be integrated into lessons as tools to support the development of subject-specific competences and, on the other hand, it gives them the opportunity to transfer subject-specific competences to digital fields of application and action. In addition, by actively working with the app, they can expand their digital competences with various elements (filming movement sequences, editing videos, recording audio comments, etc.).

With the app 'Coach's Eye', existing or newly shot videos can be opened and then switched to 'analysis mode'. The app offers a variety of functions and uses, e.g. audio comments can be recorded and the video can be edited: Slow motion, frame-by-frame, zoom can be used, circles, lines and more tools are available to analyse motion sequences and subsequently optimise them. With the 'split screen function', two videos can be displayed and compared directly next to each other.

Video analysis using *Coach's Eye* (app) of the exercise 'Squat up and roll forward on the diving box'

- Introduction

Participants work on the movement sequence 'squat up and roll forward on the diving box', which is then filmed by a participant. Afterwards, the participants analyse the movements of the participants together/in small groups using the app 'Coach's Eye'. They use various functions/tools to show concrete possibilities for improvement and comment on the video. Afterwards, the movement sequence is performed again, and this run is also filmed. Afterwards, a 'before and after comparison' can be viewed in the app, so that the degree of optimisation becomes apparent and further optimisation possibilities can be worked out.

- Learning Outcome

- Practising the movement sequence 'squat up and roll forward on the diving box'.
- Getting to know the app 'Coaches Eyes' with its various functions and possible uses.
- Recording a movement sequence using a laptop and the 'Coaches Eyes' app.
- Analysis of a sequence of movements using the 'Coaches Eyes' app: practice and active use of various functions (slow motion, frame-by-frame) and various drawing tools for visual clarification.
- Recording of acoustic improvement measures by means of the function 'Audio comments'.
- Improvement of the movement sequence 'squat up and roll forward on the diving box' by repeatedly watching the commented video with subsequent implementation in the execution of the movement sequence.

- Timeframe

1-2 hours (according to demand)

- Materials

10 gymnastics mats, diving box, diving board (Reuther board), tablets, 'Coaches Eye' app (Available for download on Android)

- Preparation and Description

At the beginning, the exercise 'Squat up and roll on the diving box' is worked on with the participants. Once the participants have mastered the exercise, they familiarise themselves with the 'Coaches Eye' app by watching a short explanatory video. One participant is now selected to film the movement sequence 'squat up and roll forward on the diving box' of the other participants.

Afterwards, the participants analyse the video together and use different functional possibilities/tools of the app 'Coaches Eye' and comment on the video. The participants watch the commented video several times and try to implement the optimisation options shown in the subsequent performance of the practised movement sequence 'squat up and forward roll on the diving box'. This exercise is filmed again. Afterwards, the two videos can be viewed simultaneously for a 'before and after comparison' using the 'split screen function'. Now it can be analysed together to what extent the improvement options were realised in the second run.

Optionally, small groups can be formed in which one participant films the performance of the rest of the group. If there are several rounds, another participant can take over filming each time, so that all participants can take on the role of 'filmmaker'.

Preparatory exercises for the development of squatting up:

- 1) Gymnastics mats are placed in a row lengthwise.
- 2) The participants are to warm up by moving forward on all fours from the beginning to the end of the placed gymnastics mats (e.g. like a crab 'bunny hop'). The bunny hop jumps should become longer and longer (2 rounds).
- 3) After each bunny hop, do a roll, then another bunny hop etc. (2 rounds).
- 4) Exercise: squat the legs to practise the jump.

Exercise: Squat and roll on the diving box

- 1) Gymnastics mats are placed in front of and behind the low diving box.
- 2) Participants start and hop onto the box (= squat up) and hop down again (2 rounds). 3) The box is raised and the participants repeat the previous exercise and jump onto the box (2 rounds).
- 4) The box is raised again and the exercise is repeated (2 rounds).
- 5) The box is raised again to the starting height. The participants start running, jump onto the box and do a forward roll on the box and then step off the box (2 rounds).
- 6) The box is raised again and the participants repeat the previous exercise (2 rounds).
- 7) The box is raised again and the participants repeat the previous exercise (2 rounds).
- 8) The box is raised one last time and a springboard is placed in front of the box (a mat in front of it). The participants run up, jump over the springboard onto the diving box and do a forward roll on the diving box and then step off the diving box (2 rounds).

Filming the sequence of movements 'squat up and roll forward on the diving box'

- 1) Participants watch a short explanatory video of the app 'Coaches Eye' (handling, different functions and uses, tools).
- 2) One participant now films the previously developed movement sequence 'squat up and roll forward on the diving box', which is performed by the other participants in one run.

Option: If participants are already familiar with using the app, the resulting video can be shared immediately so that the video can be analysed on several tablets in small groups.

Video analysis of the movement sequence 'Squat up and roll forward on the diving box'

- 1) Participants jointly analyse the previously recorded movement sequence 'squat up and roll forward at the diving box' on the tablet using the app 'Coaches Eyes'. For this purpose, the functions slow motion, frame-by-frame and various drawing tools (circles, coloured markings, etc.) are used for analysis in order to focus on aspects that need special attention.
- 2) Possible improvements can be recorded with the function 'audio comments' in order to verbally formulate optimisation possibilities and make them available in the long term (e.g. for later repeated viewing of the commented video).
- 3) The participants watch the commented video several times and try to memorise the noted possibilities for improvement in order to implement them in the following repeated performance of the movement sequence 'squat and roll forward on the diving box'. The participants line up again in the same order and repeat the movement sequence 'squat up and roll forward on the diving box'. One participant films the performance again.

Afterwards, the two videos can be viewed simultaneously for a 'before and after comparison' using the 'split screen function'. Now it can be analysed together to what extent the possibilities for improvement were realised in the second run. If necessary, further possibilities for improvement can be worked out by means of different drawing tools and/or further audio comments, which can then be implemented in the next round.

- Debriefing and evaluation

Watching and analysing the videos together makes it possible to work out concrete optimisation options. Above all, the 'before and after comparison' makes it possible to understand possible improvements in the execution of the movement or to point out further optimisation requirements.

The joint viewing and analysis of the movement sequence can be continued, e.g. at a later time, e.g. in the course room. If the videos are shared among all participants, each participant can watch the videos as often as they like, independent of time and place, in order to be able to work individually on optimising the sequence of movement.

The use of tablets/iPads or smartphones in physical education classes can provide a motivating incentive for athletes or those who are less interested in sports, promoting the desire and enjoyment of active exercise. In addition, this can implicitly expand and promote various digital personal competencies of the athletes. The app 'iMovie', for example, can be used in physical education classes to film various sequences of movements and sporting activities and subsequently create a video or a 'trailer with highlights'.

On the one hand, the participants have to think about concrete exercises and movement sequences (e.g. for a parkour), practice the respective sports activities and later perform them for the video shoot. On the other hand, the participants must familiarize themselves with the diverse functions and possible uses of the software in order to be able to make video recordings with the tablet/iPad/smartphone. The examination of various elements of film language (e.g. camera angles, perspectives) as well as basic copyright and personal rights require a holistic promotion and education that goes far beyond the actual sports lessons.

The participants experience how digital media can be integrated as tools to support the development of professional skills in physical education and, on the other hand, they have the opportunity to transfer professional skills to digital fields of application and action. In addition, by actively working with tablet/iPad/smartphone or with the app, they can expand their digital competencies with various elements (filming movement sequences, editing videos, sharing/publishing videos). The subject-specific ability to reflect and criticize life in a digitally networked world (protection of personal rights and copyrights) is also addressed here.

Trailer 'Parkour Highlights': ... and action!

- Introduction

In physical education, participants are to create a parkour trailer with highlights. The task is for participants to think of exciting movements on different gymnastics equipment, practice them, record them and then edit them in the app and, in the final step, select the best sequences and create a short trailer.

Participants form small groups (2-3 people) and think about different exercises on different sports equipment (e.g. group A thinks about exercises on the gymnastics bench, group B exercises on the gymnastics trestle, etc.), which are then arranged and built into a stimulating course. After the participants have practiced the respective exercises and are able to complete the entire course, they will be introduced to the app 'iMovie'. They will be introduced to basic elements of film language and learn how to use tablet/iPad/smartphone to shoot videos in different perspectives, edit them afterwards and produce a short 'trailer'.

The participants can of course decide for themselves whether they want to be filmed or whether the trailer will be published e.g. in social media. Compliance with any safety measures (e.g. gymnastics equipment must be stable and secured with gymnastics mats, participants warm up before the course training, etc.) must be ensured.

- Learning Outcome

- Development and practice of various stimulating exercises and sports activities on different gymnastics equipment while observing the necessary safety measures
- Planning and construction of a course as well as consideration and development of a stimulating and safe sequence of movements in the course
- Getting to know the app 'iMovie' for creating trailers with a variety of functions and possible uses
- Introduction to film language: getting to know basic perspectives and shot sizes for shooting a video/trailer
- Filming the completion of the sequence of movements in the course, taking into account different camera perspectives and shot sizes
- Editing the videos in the 'iMovie' app and creating a 1-2 minute trailer
- Knowledge of the necessary basics on the subject of copyright and personal rights

- Timeframe

2-3 hours (according to demand)

- Materials

- Various gymnastics equipment: e.g. gymnastics mats, gymnastics bench, diving box, diving board, trapeze box, gymnastics trestle, walking bars, balance beam, climbing wall, climbing net, wall bars, trampoline, gymnastics rings and trapeze bars, ropes, balls, etc.
- iPad/tablet/smartphone, app 'iMovie'.

- Preparation and Description

Participants think of exciting movements on different gymnastics equipment that are arranged into a manageable parkour. The participants practice the various movement sequences and activities in the course. They then deal with basic functions and possible uses of the app 'iMovie', which they have installed on a tablet/iPad/ smartphone, and learn about various elements of film language.

Subsequently, the participants complete the course, which is filmed by a participant/small group of participants, edited in the app and, in the final step, processed into a 1-2 minute trailer. Individual sequences of movements on the gymnastics equipment can be filmed more than once if necessary, in order to be able to use the best and most impressive clips possible for the trailer.

The filmed video can be shared immediately or all participants take turns playing the role of the filmmaker so that all small groups/individual participants can create their own short trailer on their tablet/iPad/smartphone.

Planning and construction of a course/parkour

1) Warm-up of the participants by short running games etc. and if necessary short stretching exercises.

2) Participants form groups of 2-3 and decide on one of the gymnastics apparatuses (e.g. trampoline, climbing wall, diving box, walking bars, balance beam, ropes, etc.)

The participants think about different exercises and activities on the respective piece of equipment (e.g. group A thinks about exercises on the long bench: turn over the long bench and balance over the narrow side as quickly as possible, then run a slalom over another long bench and jump over each long bench once, attach another long bench to the climbing wall at an angle and then run up and climb onto the climbing wall, etc.; group B thinks about exercises on the diving box: e.g. setting up vaulting boxes at different heights and then jumping from one to the next, performing a run-up and subsequent roll on the highest diving box, etc.; Group C thinks about exercises on the balance beam, etc.

3) The groups of participants present the selected exercises to the other participants. Afterwards, they think together about how they can arrange the individual pieces of equipment into an exciting and manageable course. The respective gymnastics equipment is placed accordingly in the gymnasium, making sure that the gymnastics equipment is stable and secured by gymnastics mats.

4) The participants practice the completion of the course, if necessary, concrete course techniques (e.g. different jumps, techniques to push off, correct landing and rolling) are practiced beforehand.

Introduction to the app 'iMovie'

1) The participants are told that they should create a 1-2 minute trailer with the 'highlights of the parkour'. For this, the app 'iMovie' is used, which is installed on the tablets/iPads/smartphones.

2) Participants familiarize themselves with basic features and uses of the app 'iMovie' by watching a short introductory video in the app: they learn how to record scenes, select clips, edit individual scenes (e.g. trim video), stitch scenes together, etc. Trainers provide supplemental instruction as needed and answer questions that arise from participants.

3) Participants will learn how to import various media in the app, then edit individual sequences in the Timeline.

4) Participants learn how they can export the finished trailer in a last step and share it with others (via mail, YouTube, Facebook, etc.)

5) Addressing the issue of personal rights and copyrights: Participants can decide for themselves whether they want to be filmed or whether the filmed trailer should be shared with third parties or in (which) social media.

Introduction to film language

1) The participants will be briefly explained what a trailer is, what functions a trailer has and what should be considered when creating a trailer.

2) The participants are introduced to the topic of camera angles and perspectives (normal perspective, top view, bottom view, oblique view, bird's eye view and frog's eye view).

3) The participants try out filming in different perspectives: some participants of the respective small groups perform the previously practiced gymnastics exercises on the respective gymnastics apparatus and one participant films in different perspectives. The participants within the small groups take turns filming so that each participant can try out filming in different perspectives.

4) In the next step, the participants learn about different shot sizes; the trainer gives a short introduction to the classic shot sizes (long shot, medium shot, medium close-up, close-up, detail shot).

5) The participants will now try out filming using different shot sizes: As mentioned in point three, gymnastics exercises are again performed on the respective gymnastics equipment and the participants film alternatively.

Filming of the video sequences and creation of the trailer

1) Filming of the video sequences: some participants of the respective small groups complete the entire parkour while one participant films the completion of the course of the other participants (taking into account previously learned camera settings and different shot sizes). The filming completion can be repeated as often as desired, so that shots in different perspectives and shot sizes and thus really good clips for the trailer can be obtained. If necessary, the roles can be changed so that all participants can take on the role of the filmmaker. The subsequent creation of the trailer can therefore be done in the small group or by individual participants.

2) Creation of the trailer: The participants now create a 1-2 minute trailer in the small group/alone by

- watching the recorded videos and select good sequences
- trim the videos in the Timeline
- edit individual sequences in the Timeline (e.g. colour settings, use of filters, cropping, changing positions, etc.)
- insert transitions between the individual sequences if desired
- insert different backgrounds or texts (in different styles, size and colour) if desired
- insert audio elements (e.g. film music) if desired

Presentation of the trailer 'Parkour Highlights' and subsequent publication in social media (on request)

1) In the final step, the small groups/individual participants present their finished trailer. On the one hand, this can take place immediately at the end of the last training session or at a later time in the classroom/course room.

2) Sharing the trailer with third parties or in various social media: the participants decide whether their trailer should be shared with third parties (e.g. by e-mail) or in (which) social media. Here, compliance with personal rights and copyright are addressed once again.

- Debriefing and evaluation

Immediately after the presentation of the finished trailers – or at a later point in time – the finished trailers or the process of trailer creation can be reflected upon and analysed together. The participants are invited to report on their learning effects and the newly acquired digital skills/know-how, but also on any challenges they encountered while filming and creating the trailer using the app 'iMovie'.

This exchange of experiences in the group should above all promote the conscious perception of newly acquired digital competencies among the participants, which they have largely acquired independently within a relatively short period of time. Perhaps the participants are now even motivated to use their newly acquired digital skills for their personal lives and in the future independently shoot short videos / trailers e.g. while performing various sports, hobbies etc., edit them accordingly and then publish them in various social media.

The presentation of a self-created 'cool' video/trailer certainly fills the participants with pride and joy and lets them look back on a satisfying and sustainable acquisition of competencies, which motivates for further/other learning occasions.

Alternatively, a short questionnaire can be given to the participants by collecting the learning effects and perceptions of the participants during the creation of the trailer.

Topic 2

Social Inclusion in Sport

Social inclusion is a fundamental issue in sport, as it allows all people, regardless of gender, ethnicity, physical condition or ability, to have access to and actively participate in sporting activities. Importantly, inclusion is not only about participation in sport, but also about access to the same resources and opportunities as other athletes.

In the digital environment, sports education can be a valuable resource for fostering social inclusion in sport. Digital tools offer new possibilities to learn about issues related to sport and inclusion, and to develop sport skills and competencies in an inclusive way.

The "Building together" activity is an example of how social inclusion in sport can be fostered through sport education in the digital environment. This activity consists of a series of interactive digital simulation exercises that promote collaboration and teamwork among participants, while addressing the importance of effective communication and decision-making in sport.

Through this activity, participants can learn about the importance of teamwork and collaboration in sport, and how these skills can foster social inclusion and equal access to resources and opportunities in sport. In addition, the activity provides a safe and non-discriminatory environment where participants can interact and learn from each other.

In summary, the "building together" activity is a useful tool to foster social inclusion in sport through sports education in the digital environment. By learning about the importance of teamwork and collaboration in sport, participants can develop inclusive sport and social skills, and promote a non-discriminatory and accessible sport environment for all.

Building together

- Introduction

The "Building Together" activity aims to foster social inclusion and teamwork through sports in the virtual environment. In this activity, participants will learn to collaborate and communicate effectively to achieve common goals.

- Learning Outcome

At the end of the activity, participants will be able to:

- Work collaboratively and effectively as a team in a virtual environment.
- Communicate in a clear and concise manner to achieve common goals.
- Promote social inclusion in sport and value diversity.

- Timeframe:

The activity will last approximately 45 minutes.

- Materials:

- A videoconferencing platform (e.g. Zoom).
- An online collaboration tool (Tinkercad, SketchUp or Google Drawings).
- Virtual cards with the names of different sports (e.g., soccer, basketball, volleyball, swimming, etc.).
- A stopwatch

- Preparation:

- Prepare the virtual cards with the names of different sports and share them with participants before the session.
- Set up a videoconference and share the screen so that participants can see the stopwatch.
- Ensure that all participants have access to the online collaboration tool.

- Description:

- Introduction (5 minutes) Facilitator welcomes participants and introduces the objective of the activity.
- Sports selection (10 minutes) Each participant chooses a virtual card with the name of a sport. Then, they are assigned to small groups (3 to 4 participants) according to the sport they chose.
- Tower building (20 minutes) Each group has to build a virtual tower using the online collaboration tool provided to them. The tower must have at least 10 blocks and participants have 20 minutes to build it. During this time, participants must communicate and collaborate to achieve the common goal.

How to Build an Online Tower

- First, choose an online platform that allows the creation of virtual towers in teams. There are several options, such as Tinkercad, SketchUp or Google Drawings. In this example, we will use Tinkercad.
- Create an account on the platform of your choice and select the option to create a new project.
- In the platform interface, look for the tool to create 3D objects. In Tinkercad, this is located at the top of the screen.
- Select the shape of a cube and adjust it to have the dimensions you want for your tower.
- Make a copy of that cube and place it right on top of the original cube. Continue making copies and placing them on top of each other until you have a tower.
- Once you have your tower, it's time for your team to start working on it. Invite your teammates to join the project so you can collaborate and work on the tower together.
- Divide tasks among team members. For example, some may work on the base, some on the body of the tower, and some on the top. Make sure everyone has access and can work on the same project in real time.
- As the team works on the tower, they can make adjustments and modifications. For example, if someone has an idea to make the tower taller, they can propose it and work together to implement it.

- Once the tower is complete, they can review it together and discuss the processes they followed and the challenges they faced. They can also discuss how they worked together as a team to achieve a common goal.
- Finally, they can share their virtual tower with the rest of the group so that everyone can see the result of their teamwork.

- Debriefing and evaluation:

Debriefing (10 minutes) The facilitator leads a discussion in which participants share their experiences and reflect on what they learned during the activity. Topics such as social inclusion and diversity in sport are also discussed.

Evaluation (5 minutes) Facilitator asks participants to evaluate the activity and provide feedback.

Guiding questions:

What was most challenging about the activity?

How did they manage to work effectively as a team?

How can what they learned in the activity be applied in real-life situations?

How can we promote social inclusion and diversity in sport?

How could we improve the activity for future sessions?

The activity "Building Bridges to Inclusion" seeks to promote social inclusion in sport through the creation of strategies and concrete actions to promote cultural diversity and equal opportunities in sport. This activity is developed in a digital environment, using multimedia tools and resources to create innovative and engaging learning experiences.

Participants in the activity will work in teams to identify the main challenges and barriers to social inclusion in sport and design concrete strategies and actions to promote cultural diversity and equal opportunities in sport. In addition, they will use digital tools to present their ideas and solutions in a creative and effective way.

In summary, the activity "building bridges to inclusion" seeks to foster social inclusion in sport through sports education in the digital environment, promoting collaboration, teamwork and cultural diversity.

Building Bridges to Inclusion

- Introduction

In this activity we will learn about the importance of social inclusion in sport and how we can work together to create an inclusive and welcoming environment in any sport environment. We will also explore how these practices can be adapted for use in virtual environments.

- Learning Outcome

Participants will understand the importance of social inclusion in sport and will have the skills necessary to create an inclusive environment in any sport environment, including virtual environments.

- Timeframe

60 minutes

- Materials

- Computer with Internet connection
- Paper and pencil
- Mobile devices

- Preparation and Description

-Introduction (10 minutes): Presentation of the activity and the importance of social inclusion in sport.

-Presentation (20 minutes): Presentation of successful cases of inclusive sports programs.

-Group activity (20 minutes): Participants will work together to develop concrete strategies and actions to foster inclusion in sport.

Some concrete strategies and actions to promote inclusion in sport that could be discussed:

Promote equal opportunity: All people should have an equal opportunity to participate in sport. To achieve this, sport organizations need to develop policies and practices that do not limit the participation of certain groups, such as people with disabilities, women and ethnic minorities.


Encourage diversity: Diversity is one of the best ways to promote inclusion in sport. Specific programs can be created to attract people from different ethnic, cultural and socio-economic backgrounds, and policies can be put in place to promote the inclusion of women and people with disabilities in all sport disciplines.

Awareness raising and education: It is important for sports organizations to work on awareness raising and education on inclusion issues. This involves developing awareness campaigns, workshops and educational programs that address issues such as racism, gender discrimination, homophobia and disability.

Establish partnerships: Sports organizations can establish partnerships with other organizations to promote inclusion. This can include partnerships with non-profit organizations, educational institutions and community groups.

Accessibility: It is important that sports venues are accessible to all people, including those with physical or visual disabilities. Steps should be taken to ensure that all sports facilities are safe and accessible to all.

Non-discrimination policies: Sports organizations should establish clear non-discrimination policies and ensure that they are effectively enforced. This means that all people should be treated equally, regardless of ethnicity, gender, sexual orientation or disability.



Inclusive leadership: It is important for sports organizations to have inclusive leadership that reflects the diversity of society. This means establishing diversity and inclusion policies in recruitment processes, and developing inclusive leadership programs to foster an inclusive culture within the organization.

-Practical exercise (10 minutes): Participants will use mobile devices to explore and find examples of inclusive sports.

- Debriefing and evaluation (10 minutes): The results will be discussed and the activity will be evaluated.

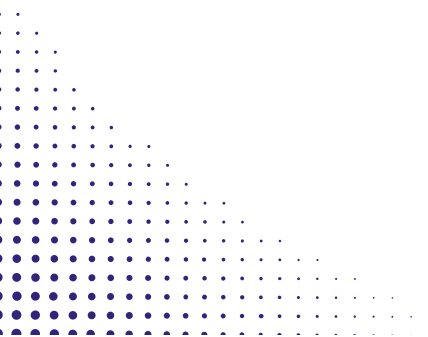
Participants will evaluate the activity and discuss the results. Questions will be asked:

What did we learn about social inclusion in sport?

What strategies and actions can we implement to foster inclusion in sport?

How can we adapt these practices for use in virtual environments?

What can we do to create an inclusive and welcoming environment in any sport environment?



Topic 3

Leadership in Sport

In today's rapidly evolving educational landscape, the integration of technology and sports presents new opportunities and challenges for leaders. Whether you are an educator, coach, project manager, or aspiring leader, understanding the unique dynamics of leadership in the virtual education realm is paramount to fostering a culture of excellence, growth, and collaboration.

Leadership within the context of virtual education through sport requires a dynamic and adaptable approach. It goes beyond traditional leadership paradigms, calling for innovative strategies to guide and inspire teams in the virtual realm.

Different theories on leadership:

1. Theories of personological orientation

At the beginning, the study of leadership focused on the characteristics of the leaders, or rather on the fact that leadership is anchored to the personality of the individual and is an innate characteristic: leaders are born, not made.

The theory of great men (CARLYLE) stated that the true leader is a "special" person endowed with a dominant attitude, intelligence, charisma, and a specific physical structure. These hypotheses have been refuted by various studies (STOGDILL) that have shifted attention to the study of behaviors that influence the group and situations that favor expression.

2. Behavioral approach theories

LEWIN, LIPPIT, and WHITE (1939) analyzed how the adoption of different leadership styles could influence the group:

- Autocratic style: the leader decides alone on the methods and tasks of individual members while maintaining a rational distance.
- Democratic style: the leader submits decisions to the group, which collectively establishes the methods to follow.
- Permissive style: the leader does not participate in the group's activities but provides materials and leaves freedom of organization.

The results showed that the "unsuccessful" group was the permissive one, as it produced little and presented disintegrating tendencies. In terms of productivity, the authoritarian and democratic groups were similar, the former being superior quantitatively, and the latter being superior creatively and qualitatively. In terms of atmosphere, the democratic group had the upper hand as it presented fewer cases of aggressive behavior, which was absent in the authoritarian group in the leader's absence.

Bales and Slater underline the existence of two types of behavior and leadership:

- Task-oriented (task specialist): leadership is aimed at overseeing the objective.
- Relationship-oriented (socio-emotional specialist): leadership guarantees the recognition of individual needs, the quality of interpersonal relationships, and manages conflicts.

Each leader can only adequately manage the functions that are suitable for their personality; therefore, the needs of the task and relationship are not satisfied by a single person, so there will be two/three people in the group who perform different roles.

3. Situational orientation theories

Theories that take into consideration the interweaving between the leader's behavior and the specific situation that the leader faces:

- The characteristics of the group members

Contingency theory - Hersey and Blanchard developed the situational leadership model based on the reciprocal interaction between leader behavior and the level of competence/maturity of subordinates regarding the task. Maturity is the ability and willingness that people have to take responsibility for their behavior in the group, and the leadership style to adopt depends on this. In fact, the relationship between maturity and the leadership styles to be adopted is illustrated by the bell curve or prescriptive curve, which establishes the most appropriate style defined in the combination of task-oriented or relationship-oriented behavior.

Four leadership styles are outlined:

- Prescribe: those who do not take responsibility for a task are insecure and incompetent. In this case, the leader defines roles and provides clear directives and continuous supervision.
- Sell: immature people but willing to take responsibility
- Involve: subjects are competent with regard to the task but not inclined to take responsibility due to insecurity and low self-confidence. The leader must adopt behaviors aimed at supporting and involving individuals.
- Delegate: people are available, competent and ready to assume the responsibilities necessary to achieve the task and it is therefore the group itself that decides and implements the best solutions.

According to this model, the leader is capable of adapting his behavior according to the degree of maturity of the group and to the evolution of individual members.

- Cognitive perception

The growing influence of cognitive theories in social psychology leads to the involvement of another important variable: the mutual perceptions between leaders and subordinates. According to a research program carried out by Lord and collaborators, only when a subject's behavior overlaps with expectations is he considered a leader. Leadership judgments are influenced by the success or failure of performance. Mitchell and Wood demonstrated that the type of attribution made by the leader has a significant impact on the kind of leadership actions he will use to improve her situation.

Brown argued that leaders and subordinates are related in a relationship of mutual dependence and mutual causality: the subordinate's failure is evidence of the leader's failure.

A sports team is characterized by being a primary group, with strong individual and social relevance, with possible contractual implications and requires the construction of the ability to learn to be together doing something by coordinating and creating mutual integration that allows growth of a group feeling.

The management of the team must be entrusted to a manager, a coach with a strong personality who is able to lead the team according to the situational requests.

The leadership exercised by the coach:

- Mediation model - model developed by sports psychologists at the University of Washington and which examines:
 - the behavior of the coach
 - the athletes' perception of the coach's behaviour
 - their training attitudes towards the team/coach

The basis of this model is that the effects of a coach's behavior on the athletes' attitudes are never direct but are influenced by the perception and evaluation that the athletes give to the behavior itself.

Smith, Smoll and Curtis conducted a research work where they videotaped the behavior of several coaches of different disciplines and interviewed the teams made up of children. Thus, 3 macro-areas emerged regarding the behavior of the coach:

- the support
- the technical instructions
- the punitive style

After the recording, a questionnaire was asked to the coach and the children were interviewed about the latter's behaviors. Thus it emerged that the coaches had little awareness of their interaction with the children. The children turned out to be authoritative witnesses and it emerged that their positive behavior with respect to the sporting discipline was not related to the number of victories or even to the behavior of the coach as the perception that the children had, instead, of the behavior of the coach was a important antecedent regarding the commitment and attention to the sporting discipline.

- Multidimensional model - Chelladurai proposed a model that relates: the personality characteristics of the leader and group members, the behavior of the leader, the situational influence, all variables that would explain effective or poor performance in a team. The behavior of a coach can be:
 - related to teaching and training, technical instruction, support, tactics
 - democratic behavior, athletes participate in decisions
 - autocratic behavior, decision making by the coach
 - social support, create internal cohesion and meet individual needs
 - positive feedback, behaviors that reinforce and highlight the behavioral aspects and the positive contribution of individuals

The model distinguishes:

- preferred behavior: what the athletes would like
- required behavior: that required by the situation and determined by the characteristics of the situation and the cultural context of the group

- real behavior: what the coach does for the team, influenced by the latter's personal characteristics. The degree of perceived agreement between these three determines the level of performance and satisfaction in the group.
- transformational leadership: transactional exchange between coaches and athletes. It alters situational characteristics by inducing a change in the athletes' values, their goals and through the introduction of a new version of the team and furthermore this leadership can modify the athletic abilities of the sportsmen.

Bass argued that not all leaders are able to act in a transformational way because this turns out to be a personality trait of the coach and not an indispensable skill to be acquired. A positive outcome emerges when the coach's actual behavior approaches that desired by the athletes and sought by the situation. In conclusion, the research results suggest that preferences towards leader behavior vary among athletes.

Sports team leadership is the process by which an individual assumes the role of guiding and influencing the group to achieve common goals within the context of sports. A leader in the sports team is someone who provides direction, motivation, and support to team members, encouraging them to give their best and work together to achieve excellent results. Sports team leadership requires specific skills, such as the ability to make quick decisions, communicate effectively, manage conflicts, and inspire trust and cohesion within the group. A leader in the sports team is able to balance the individual needs of team members with the collective goal of achieving competitive success.

Dream team

- Introduction:

The activity is an online team game, where the participants are going to create the ideal team of 11 players for a football game. The aim is for the players to work together and agree on which players should form the team.

- Learning outcome:

By participating in this game, players will improve their teamwork and communication skills. They will also learn how to make research, critical thinking, negotiate and make decisions together.

- Timing:

The game can be completed in a session of approximately 1 hour.

- Materials:

An online platform link will be provided for all participants to connect individually (Google Meet, Microsoft Teams, Zoom or other). Additional resources will also be provided so that players can share their screen with each other and make a list of the players they have chosen. (Microsoft Word template).

Template:

N.	Name of the players (Personal)	Position (Personal)	Final name of the players (Team decision)	Position (Team decision)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

- Preparation and description:

All participants will have to connect to an online platform.

The moderator has to explain the overall activity and purpose of the game. Then each participant will have to research players from around the world and make a list of their top picks (20 minutes) and update it in their template.

The participants will then connect back to the online platform and discuss and negotiate until they have agreed on the final 11 players for their team. Depending on the number of people there might be separate groups (5-6 participants each). Then at the end every group will have to share their Dream team of football players.

- Debriefing and evaluation:

Once the game is over, participants can have a debriefing section, where they comment on their experience. They can reflect on what worked well and what could have been improved. The game can be evaluated based on the level of teamwork, communication and decision-making demonstrated by the participants.

Invent yourself

- Introduction:

In this online team game, each participant will be tasked with developing a sport physical exercise or activity with a maximum duration of 3-4 minutes. The aim is for each player to share their idea with the rest of the group and for the group to follow the presented exercise or activity together.

- Learning outcome:

This game will help participants develop their creativity, teamwork and communication skills. They will also learn how to present their ideas and work together to create a fun and engaging experience for the group.

- Timing:

The game can be run in a session of approximately 1-2 hours, depending on the number of participants.

- Materials:

An online platform link will be provided for all participants to connect and share their ideas.

Participants will do physical type of exercises, so it is good they are with comfortable clothes.

- Preparation and description:

All participants will have to connect to an online platform. The moderator has to explain the overall activity and purpose of the game.

All participants will be given 5 mins to prepare some idea for an activity they can present, with a maximum duration of 3-4 minutes. They can present some way of doing push ups, squats, stretching etc.

The moderator can start with an example of jumping jacks or other exercise. The group will then follow the example and the moderator will chose another participant to show their exercise, then they will choose who to go next until all people have shown an exercise. All participants will have had the chance to present something and follow the others example.

- Debriefing and evaluation:

After playing all the exercises, the learners can participate in a final team building activity to reflect on their experience. Our suggestion is to play a "What Went Well, What Didn't" game, where each participant shares one thing that worked well in the games they played and one thing that could have been improved. This activity can provide valuable insights for future team building activities and help participants identify areas for growth and improvement.

Topic 4

Teamwork

Teambuilding plays a crucial role in enhancing the effectiveness of virtual education programs that incorporate sports. Whether you're an educator, coach, or project manager, understanding the dynamics of teambuilding in a virtual setting is essential to create a cohesive and high-performing team.

Sports, with its inherent principles of teamwork, discipline, and communication, provides a fertile ground for fostering collaboration and synergy among individuals. By leveraging the power of virtual platforms, we can extend these principles to the realm of virtual education, creating engaging and interactive learning experiences.

In the virtual education through sport context, teambuilding goes beyond traditional notions of physical proximity and face-to-face interaction. It requires innovative approaches to bridge the distance, facilitate connections, and build meaningful relationships among team members, participants, and stakeholders.

The virtual environment offers unique challenges and opportunities for teambuilding. It requires leveraging digital tools, communication platforms, and online collaboration methods to build trust, enhance communication, and promote a sense of shared purpose among team members. Effective teambuilding in this context involves creating an inclusive and supportive environment where everyone feels valued, motivated, and connected.

Complementary skills

- Introduction:

This exercise requires the app ActionBound to be downloaded. The objective of the exercise is to reach the finishing point in the scavenger hunt first (if there are multiple teams), having completed the tasks along the way.

At the beginning of the game, teams have to draw:

- a person who cannot use their hands
- a person who's going to be blindfolded
- a person who cannot speak at all
- a person who cannot hear

Bonus: a person who can only speak in a language nobody else understands (if the game is played in an international environment)

All team members have to take part in each task.

- Learning outcome:

The team will have to work together to complete the tasks along the way to the end point. This not only teaches them how to cooperate, but also teaches them empathy and understanding towards people who tend to be excluded, due to disabilities or other impediments.

- Timing:

Depending on the map created in the app, the exercise can take from 45 minutes to 1.5 hours.

- Materials:

- A phone with downloaded app ActionBound
- Small pieces of paper with the restrictions to be assigned
- A bowl for easy drawing

If done online, assigning the challenges can be done through a virtual random word generator, like this one: <https://randomwordgenerator.com/>

- Preparation and Description:

It is advised to play the game in person, for the added group value.

Participants are randomly allocated with restrictions that were prepared beforehand. The rules are:

1. First team to get to the finish point wins
2. All tasks must be completed
3. Everybody has to be included in each task

They choose the game in the app and play along.

- Debriefing and evaluation:

After the game is over, the groups have a debriefing session, where they reflect on their roles in the team.

How did my disability impact my will to participate? Did I feel like I was a part of the team, and were the tasks evenly allocated? How did it make me feel to be restricted in this way?

The exercise can be evaluated based on the satisfaction of the participants, and if the game made them change their perspective towards people with disabilities.

School Olympics

- Introduction:

This exercise can be done in person or online.

The participants will have to work together to organize a fantasy sports festival at their school.

- Learning outcome:

The participants will have to collaborate with each other to reach their common goal. This exercise teaches the importance of teamwork and task delegation, as well as time management, as they have a limited time to plan the event.

- Timing:

Introduction to the activity: 5 minutes

Duration of planning the event: 30 minutes

Presentation and debriefing: 10-15 minutes

The whole activity should last 45-50 minutes.

- Materials:

- A collaborative platform (Google Jamboard, Miro, Microsoft Teams)

- An app/platform to make presentations (PowerPoint, Canva)

- Preparation and Description:

Depending on the size of the group, they might have to be split for optimal teamwork. One team should be around 10 people. After they get split into teams, they have to make a separate call to organize themselves.

The participants have to organize the school's Olympics. They have to plan a whole day of activities, and figure out how to make it as realistic as possible.

They have to come up with:

- The name and slogan of the event, as well as the visual presentation

- At least 5 activities

- How to get funding and the right equipment for their planned activities

They have half an hour. They have to collaborate and delegate tasks accordingly.

- Debriefing and Evaluation:

The evaluation should be done first. See if the events check all the requirements and how detailed they are planned. The evaluation can be done based on the quality of the event, and if it is realistic.

After the evaluation, ask them how it was to work in the team. Did everybody have something to do? Was anyone left out, or felt like their ideas were not taken into consideration? How did they feel with working under pressure? What could have been done differently in their teams?

Topic 5

Conflict Management in Sports: Utilising Non-formal Online Digital Tools

Sports can be a highly competitive and emotionally charged environment. Whether it's on the field, in the locker room, or behind the scenes, conflicts can arise in any aspect of the sporting world. Effective conflict management is essential to maintaining a positive and productive sports environment. In today's digital age, non-formal online digital tools can be utilised to teach and implement effective conflict management strategies in sports.

One of the most significant benefits of using online digital tools for conflict management in sports is their accessibility. Participants can access online tools from anywhere and at any time, making it easier to incorporate conflict management into their busy sporting schedules. Additionally, online tools can be tailored to the specific needs of different sports and teams, making them a flexible and customisable solution.

There are various non-formal online digital tools that can be used for conflict management in sports. These include online courses, webinars, social media platforms, and mobile applications. Online courses and webinars can provide in-depth instruction and training on various conflict management strategies, such as active listening, assertive communication, and negotiation. Social media platforms, such as forums or online groups, can provide a space for athletes, coaches, and other stakeholders to discuss and resolve conflicts in a safe and supportive environment. Mobile applications can provide on-the-go support for athletes and coaches, such as quick conflict resolution strategies or mindfulness exercises.

One example of a non-formal online digital tool that can be used for conflict management in sports is the mobile application, Headspace. Headspace is a popular mindfulness application that provides guided meditation and mindfulness exercises. Research has shown that mindfulness exercises can be effective in reducing stress and anxiety, which are common triggers for conflicts in sports. Headspace provides athletes and coaches with an accessible and effective tool to manage their emotions and approach conflicts with a clear mind.

Another example of a non-formal online digital tool that can be used for conflict management in sports is social media platforms. Social media platforms, such as Twitter or LinkedIn, can be used to connect athletes, coaches, and other stakeholders in the sporting world. Through online groups or forums, participants can share their experiences and perspectives on conflict management in sports. This can provide athletes and coaches with a supportive and collaborative environment to discuss and resolve conflicts.

It is essential to note that while non-formal online digital tools can be effective in conflict management in sports, they should not replace in-person communication and training. In-person communication and training can provide a more comprehensive and hands-on approach to conflict management, such as role-playing exercises and group discussions.

In conclusion, non-formal online digital tools can be a valuable tool for conflict management in sports. Online courses, webinars, mobile applications, and social media platforms can provide athletes and coaches with accessible and customisable conflict management solutions. When used in conjunction with in-person communication and training, non-formal online digital tools can help create a positive and productive sports environment. Effective conflict management is essential to the success of any sports team, and utilising non-formal online digital tools can be a step in the right direction.

60-minute workshop plan around the concept of conflict in sport, using digital methods as the methodology:

Navigating Conflict in Sport: A Digital Workshop

- Introduction:

This exercise can be done online.

- Learning outcome:

To help participants understand the nature of conflict in sports and to provide them with practical tools for navigating conflicts in a digital environment.

- Timing: 60 minutes

- Materials:

Computer, projector, internet connection, Zoom or other video conferencing platform, online whiteboard (such as Miro or Google Jamboard).

- Preparation and Description:

Introduction (5 minutes)

- Introduce yourself and explain the purpose of the workshop.
- Ask participants to briefly introduce themselves and share their experience with conflict in sports (can be anything that they have experienced or even seen)

Understanding Conflict in Sports (15 minutes)

- Use a digital presentation tool (such as PowerPoint) to introduce the concept of conflict in sports. Eg: <https://www.athleteassessments.com/managing-conflict-in-sport-using-disc/>

- Discuss common sources of conflict in sports, such as differences in personality, goals, and communication styles. Show some examples from different sports

Ask participants to share examples of conflicts they have experienced in sports.

Navigating Conflict in a Digital Environment (20 minutes)

- Introduce digital tools for navigating conflict in a remote environment, such as video conferencing, chat, and online whiteboards.
- Discuss how to use these tools to communicate effectively and resolve conflicts in a digital environment - how can these tools be used for conflict management? Ask for suggestions and ideas?

What have they seen/experienced?

- Using gamification tools (Wonderme, Playable, Kahoot etc) to show how the element of competition can be a factor and how can you use this for a positive element.
- Collaboration tools (Jamboard, Padlet, Miro etc) for teamwork and collaborative working.
- Provide examples of successful conflict resolution in a digital environment.
- Ask participants to share their own strategies for navigating conflicts in a digital environment.

Interactive Exercise: Case Study Analysis (15 minutes)

- Divide participants into small groups of 3-4 people.
- Provide each group with a case study of a conflict that occurred in a sports setting.
- Ask groups to use the online whiteboard to analyse the case study and identify strategies for resolving the conflict.
- After 10 minutes, ask each group to present their findings to the larger group.

Case Study Examples:

1. Kobe Bryant vs. Shaquille O'Neal

Luckily this one never ended in punches. In the last 25 years in the NBA no other teammate feud has been so highly publicised and talked about as this Los Angeles rivalry.

After a string of NBA championships and regular season accolades, the two began trash-talking each other and their value to the organisation. Eventually, Los Angeles decided it was Team Kobe, and Shaq packed his bags and left town.

2. Back in 2005, in a Premier League match between Newcastle United and Aston Villa, Lee Bowyer and Kieron Dyer were sent off for an on-pitch scuffle that saw punches thrown by both players. The incident would have been forgotten had it not been for one unusual factor: both Bowyer and Dyer were playing for the same team. The frustration of the match - eventually proved too much for Bowyer, who believed that team-mate Dyer was intentionally not giving him the ball. With around 10 minutes to go, Bowyer confronted Dyer, who responded by saying: "The reason I don't pass to you is because you're rubbish, basically." A grapple followed, with Dyer seemingly making the first aggressive arm movement (albeit probably with his palm), prompting two consecutive punches from Bowyer. Dyer then appeared to be on the verge of a retaliative punch, but players from both teams arrived to intervene and Bowyer was dragged away from the duel with his shirt ripped at the neck. The pair continued the spat down the tunnel and had to be separated by two club masseurs, after which their manager reportedly challenged them (the players, not the masseurs) to a fight if they thought they were tough guys. They refused.

3. The whole ordeal is one of the most bizarre episodes in American soccer history and one that appears to have been set into motion by something usually associated with youth sports: parents' anger about their kid's lack of playing time. Except, in this case, one of the parents (Claudio Reyna) is a former USMNT captain and National Soccer Hall of Fame inductee who played at four World Cups, and is a childhood friend and former teammate of the USA Coach Berhalter. A simmering feud between two of the most high-profile families in American soccer spilled over into a full-blown scandal as out-of-contract United States men's national team coach Gregg Berhalter went public with details of a decades-old domestic violence incident that was recently brought to the attention of U.S. Soccer by the wife of one of his closest friends (Reyna). Prior to the team's first game against in the World Cup, Berhalter informed his player Gio Reyna that his role would be limited for reasons that have not been clearly established publicly. By his own later admission, Gil Reyna did not take the news well. His attitude and effort were negatively impacted and he did not play

After the game, Reyna told news stations he was "100 percent" healthy and that his coach "doesn't have to tell me why he didn't put me in or why he does." This contradicted Berhalter's postgame explanation for Reyna's omission, in which he said, "It was trying to get [Reyna] up to speed... But we've been building him up and think he can play a big role in this tournament. The question is when." "We had a player that was clearly not meeting expectations on and off the field. One of 26 players, so it stood out," Berhalter said. "As a staff, we sat together for hours deliberating what we were going to do with this player."

Berhalter continued: "We were ready to book a plane ticket home, that's how extreme it was. And what it came down to was, we're going to have one more conversation with him, and part of the conversation was how we're going to behave from here out. There aren't going to be any more infractions."

On Dec. 12, the day after Berhalter's comments went public, Gio posted a message on Instagram where he wrote that the reports of nearly being sent home from the World Cup "highly fictionalised," adding he was disappointed that details regarding his participation in Qatar were not kept "in house." It remains Gio's only public comments on the matter to date. Already irate from their son's World Cup experience, Gio Reyna's parents contacted The USA federation and told them of the coaches' previous infractions in regards to domestic abuse allegations.

Conclusion and Next Steps (5 minutes)

- Summarise the key points of the workshop.
- Debriefing and Evaluation:
 - How will we use this in real life?
 - What have we taken out of this session?
 - What works for you?
 - What doesn't work for you?
 - What tools are best for you when it comes to conflict in sports?
 - I know now how to manage conflict in sport?
 - What else do we need to understand conflict?

60-minute workshop plan around the concept of conflict in sport, using digital methods as the methodology:

Conflict management in sport: Virtual escape room (Digital edition)

- Introduction:

This exercise can be done online.

- Learning outcome:

The virtual escape room can be designed around a conflict scenario that is common in sports, such as a disagreement between two teammates or a conflict between a coach and an athlete. The objective of the game is for participants to work together to solve puzzles and escape the room while also practicing conflict management strategies.

- Timing: 60 minutes

- Materials:

Computer, projector, internet connection, Zoom or other video conferencing platform, online whiteboard (such as Miro or Google Jamboard).

- Preparation and Description:

Intro and set up:

To set up the activity, participants can be divided into teams and assigned a virtual escape room platform. Each team can be given a different conflict scenario and presented with a series of puzzles and challenges that require them to use conflict management strategies to progress. For example, a puzzle could require teams to negotiate a solution to a conflict between two characters in the game, or a challenge could require teams to practice active listening skills to gather important information to solve the puzzle.

The virtual escape room activity can be an engaging and interactive way for participants to learn and practice conflict management strategies in a fun and memorable way. At the end of the activity, teams can come together to debrief and discuss the conflict scenarios and strategies used to overcome them. This debriefing session can provide an opportunity for participants to reflect on their communication and conflict management skills and identify areas for improvement.

Overall, the virtual escape room activity on conflict management in sport digital edition can be an effective and enjoyable way to teach and practice conflict management strategies in a sporting context. By incorporating technology and gamification, participants can engage in the learning process in a way that is both fun and effective.

Example scenarios for the virtual escape room activity:

Scenario 1 : Disagreement between two teammates

Description: Two teammates, Jean and Lucy, have been assigned to work together on a project for their team. However, they have different opinions on how to approach the project and are struggling to work together effectively.

As a result, the project is falling behind schedule and causing tension between Jean and Lucy. Your task is to help Jean and Lucy resolve their conflict and complete the project before the deadline

Puzzle/challenge 1: Negotiation

In this puzzle, teams must help Jean and Lucy negotiate a solution to their conflict. Teams will be presented with a scenario where Jean and Lucy have different ideas on how to complete a specific aspect of the project. Teams must use negotiation techniques, such as finding common ground and compromising, to help Jean and Lucy reach an agreement that works for both of them.

Puzzle/challenge 2: Active Listening

In this puzzle, teams must practice active listening skills to gather important information to solve the puzzle. Teams will be presented with a scenario where Jean and Lucy have different perspectives on what caused their conflict. Teams must listen carefully to both John and Sarah's perspectives and identify the underlying issues that are causing the conflict.

Puzzle/challenge 3: Assertive Communication

In this puzzle, teams must help Jean and Lucy communicate assertively to resolve their conflict. Teams will be presented with a scenario where Jean and Lucy are having difficulty expressing their opinions and feelings to each other. Teams must help them communicate assertively by using "I" statements, expressing their needs and wants clearly, and actively listening to each other.

Puzzle/challenge 4: Collaborative Problem-Solving

In this puzzle, teams must help Jean and Lucy collaborate to complete the project before the time runs out. This is where we give the teams a timed puzzle task to complete where the puzzle pieces are not shared with the groups fairly. The idea being that each team needs the other team to complete their puzzles but this info isn't shared at first and so the element of competition comes in, then later collaboration.

Once the teams have completed all of the challenges, they can escape the virtual room and come together for a debriefing session. During the debriefing, they can discuss what they learned about conflict management in sports and how they can apply these skills to real-life situations.

Scenario 2: A disagreement between two teammates

Description: Team A and Team B are preparing for an upcoming football tournament. Two players, Harry and Tom, have been assigned to work together to develop a strategy for their team's next match. However, Harry and Tom have different ideas about the best approach to take, and they can't seem to agree. Their disagreement has escalated, and they are now arguing in front of the rest of the team. The coach has asked the rest of the team to step back and let Harry and Tom work things out themselves.

Challenge 1: Active Listening

In this challenge, the teams are presented with a video of Harry and Tom's argument. (This can be prepared by the facilitators before hand - using themselves as the players). They must identify the key points that each person is making and take note of any underlying concerns or emotions. The team members must then discuss what they observed and come up with a plan to address the concerns and emotions of both parties.

Challenge 2: Perspective Taking

In this challenge, the teams are presented with a series of statements from Harry and Tom, outlining their different perspectives on the situation. The teams must then take on the role of Harry and Tom and argue their respective positions. The goal of this challenge is to help the teams understand each other's perspectives and see the situation from different angles.

Challenge 3: Negotiation

In this challenge, the teams are presented with a list of potential solutions to the disagreement between Harry and Tom. The teams must negotiate with each other to come up with a solution that addresses the concerns and needs of both parties. The goal of this challenge is to practice negotiation skills and find a mutually beneficial solution to the conflict.

Challenge 4: Collaboration

In this challenge, the teams must work together to develop a strategy for the upcoming football match that incorporates both Harry and Tom's ideas. The goal of this challenge is to practice collaboration skills and find a way to work together effectively, even when there are disagreements.

Once the teams have completed all of the challenges, they can escape the virtual room and come together for a debriefing session. During the debriefing, they can discuss what they learned about conflict management in sports and how they can apply these skills to real-life situations.

Scenario 3: A conflict between a coach and an athlete

Description: A high school athletics team is in the middle of a competitive season. One of the star runners, Sam, has been struggling with an injury and has been unable to perform at their usual level. Sam's coach, Coach Erasmus, is frustrated with Sam's lack of progress and has been pushing her hard to try to get her back to peak performance. Sam is feeling overwhelmed and stressed out, and she is starting to resent the coach's harsh criticism.

Challenge 1: Active Listening

In this challenge, the teams are presented with a video of a conversation between Sam and Coach Johnson (This can be prepared by the facilitators before hand - using themselves as the players. The teams must identify the key points that each person is making and take note of any underlying concerns or emotions. The team members must then discuss what they observed and come up with a plan to address the concerns and emotions of both parties.

Challenge 2: Empathy

In this challenge, the teams must take on the role of Sam and Coach Johnson and write a letter to each other expressing their feelings and concerns. The goal of this challenge is to help the teams understand each other's perspectives and build empathy for each other.

Challenge 3: Problem Solving

In this challenge, the teams are presented with a list of potential solutions to the conflict between Sam and Coach Johnson. The teams must work together to come up with a solution that addresses the concerns and needs of both parties. The goal of this challenge is to practice problem-solving skills and find a mutually beneficial solution to the conflict.

Challenge 4: Communication

In this challenge, the teams must work together to develop a plan for how Sam and Coach Johnson can communicate more effectively with each other. The goal of this challenge is to practice communication skills and find ways to improve the relationship between Sam and Coach Johnson.

Possible add-ons:

1. Role-Playing: In addition to writing letters, you can add role-playing activities to the challenges. For example, the team can act out a conversation between Sam and Coach Johnson, where they try to resolve the conflict using the skills they learned during the activity.
2. Real-Life Scenarios: You can use real-life scenarios of conflicts in sports to make the activity more relevant to the participants. For example, you can present a scenario where a team member is upset with the coach's decision and doesn't want to play in an upcoming game. The teams can work together to come up with a solution that addresses the concerns of both parties.

3. **Expert Input:** You can invite a sports coach or psychologist to provide their expertise on conflict management in sports. They can share their experiences and strategies for managing conflicts effectively, which can be a valuable addition to the activity.
4. **Interactive Tools:** You can use interactive tools such as quizzes, surveys, and polls to engage participants and assess their understanding of conflict management in sports.
5. **Follow-up Activities:** To reinforce the skills learned during the activity, you can provide follow-up activities that participants can complete on their own. For example, you can provide them with a worksheet that helps them apply the skills learned to a real-life conflict they are experiencing.

Once the teams have completed all of the challenges, they can escape the virtual room and come together for a debriefing session. During the debriefing, they can discuss what they learned about conflict management in sports and how they can apply these skills to real-life situations.

- **Debriefing and Evaluation:**

Here are some debriefing questions that could be used for the virtual escape room activity:

1. What did you learn about conflict management in sports from this activity?
2. Which challenge did you find the most challenging, and why?
3. How did you feel when you were working on this activity?
4. Did you learn anything about yourself or your team members during this activity?
5. How can you apply what you learned in this activity to real-life situations?
6. What can you do to prevent conflicts from escalating in the future?
7. How can you use the skills you learned in this activity to build better relationships with your teammates, coaches, and opponents?
8. Is there anything you would have done differently if you could do this activity again?
9. What are some strategies you can use to manage conflicts in sports effectively?
10. What advice would you give to someone who is experiencing a conflict in their sport team?

These debriefing questions can help participants to reflect on what they learned during the activity and how they can apply it to their lives. It's essential to provide a safe and supportive environment for participants to share their thoughts and feelings during the debriefing session. The facilitator should encourage open and honest communication, active listening, and respect for each other's opinions. By doing so, participants can gain a deeper understanding of conflict management in sports and how they can use digital tools to solve conflicts.

Conflict management is an important skill that can be applied to various aspects of life, including sports. When it comes to single player sports, conflict management may not seem like a significant concern, as the person is only competing against themselves. However, there are still situations where conflict can arise, and it's important to know how to manage it effectively.

Here are some examples of conflict in single player sports:

1. Internal Conflict: Athletes may face internal conflict when they are struggling with self-doubt, motivation, or performance anxiety. This can lead to negative self-talk, frustration, and lack of confidence, which can affect their overall performance.

2. External Conflict: Athletes may also face external conflict when they are dealing with coaches, trainers, or teammates who are not supportive or encouraging. They may also face conflicts with opponents who may engage in unsportsmanlike behaviour or try to distract them during competition.

To manage these conflicts effectively, you can use various online tools and resources. Here are some examples:

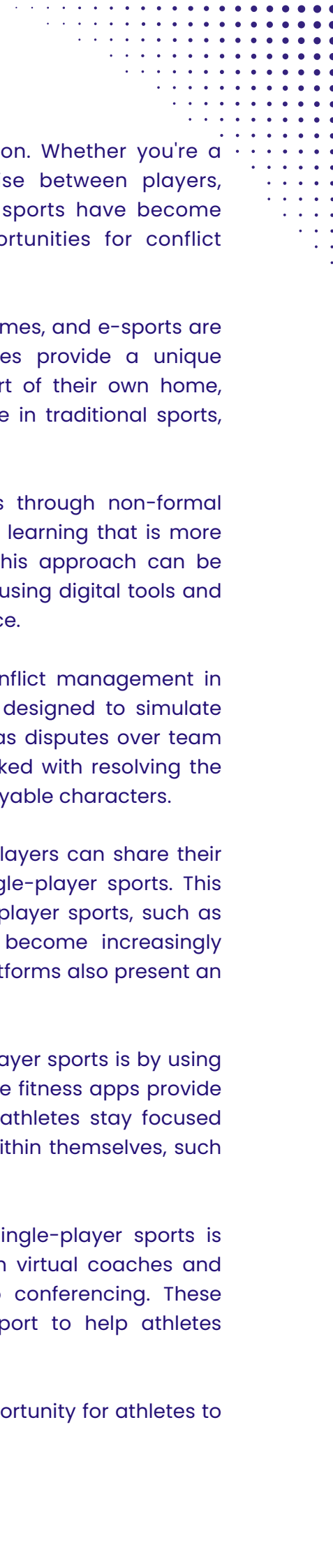
1. Mindfulness Apps: Athletes can use mindfulness apps like Headspace or Calm to help them manage their emotions, reduce stress, and find inner peace to minimise conflict within themselves.

Emotional Regulation: Participants can learn about the importance of emotional regulation in conflict management. The facilitator can explain how emotions can impact conflict resolution and discuss techniques for managing emotions, such as taking deep breaths or listening to themselves

2. Fitness Apps: fitness apps such as Strava, Rungo, MapmyRun etc can be used to develop conflict management skills, they can promote self-awareness, emotional regulation, and goal-setting, which are essential components of conflict management. Goal setting is an essential component of conflict management. The facilitator can explain how setting clear goals can help resolve conflicts and prevent them from recurring. Participants can practice setting goals and creating action plans to achieve them.

3. Online Games: game apps such as Angry Birds, Fortnite etc can be used as a way to manage conflict in sport in many ways; to stimulate conflict scenarios - This can help players and coaches to better understand how to respond to conflicts when they occur, Build teamwork and communication; some game apps can be designed to promote teamwork and communication skills which help prevent conflict in the first place. Teambuilding games can help players develop stronger relationships and improve their ability to communicate with each other. Encourage positive behaviour; game apps can be also used to reinforce positive behaviour and values that are important in sport, such as respect (for self, teammates, opponents, officials and staff). Track progress, rewards and feedback; if you reward for positive behaviour you can help to create a more positive environment. Games apps can also track progress and provide feedback (tips) on their performance.

This can identify areas of conflict and provide opportunities for players to improve their skills and their behaviour.



Conflict is an inevitable part of life, and sports are no exception. Whether you're a professional athlete or a weekend warrior, conflicts can arise between players, coaches, and even fans. In recent years, online single-player sports have become increasingly popular, and with this growth comes new opportunities for conflict management.

Online single-player sports such as video games, virtual reality games, and e-sports are becoming popular options for sports enthusiasts. These games provide a unique opportunity for players to participate in sports from the comfort of their own home, without the need for a physical team or venue. However, just like in traditional sports, conflicts can arise in these online environments.

One way to manage conflicts in online single-player sports is through non-formal education. Non-formal education provides a unique approach to learning that is more flexible, adaptable, and accessible than traditional education. This approach can be applied to conflict management in online single-player sports by using digital tools and resources to provide a hands-on and interactive learning experience.

One example of an online non-formal education activity for conflict management in single-player sports is a role-playing game. The game can be designed to simulate common conflicts that arise in online single-player sports, such as disputes over team selection or disagreements about rules. The player would be tasked with resolving the conflict through a series of decisions and interactions with non-playable characters.

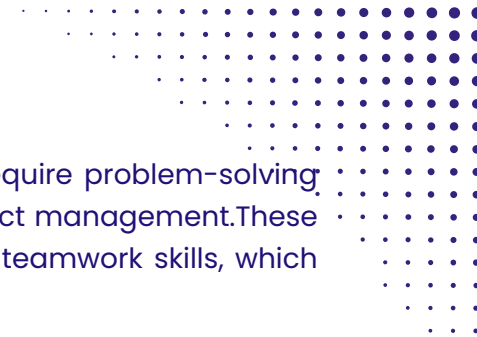
Another example is an online forum or discussion board where players can share their experiences and strategies for managing conflicts in online single-player sports. This platform can provide a space for players to learn. Online single-player sports, such as virtual races, online fitness challenges, or fitness apps, have become increasingly popular due to the convenience and flexibility they offer. These platforms also present an opportunity for people to develop their conflict management skills.

One way to develop conflict management skills in online single-player sports is by using digital tools that provide feedback and support. For example, some fitness apps provide motivational messages, goal tracking, and reminders that help athletes stay focused and motivated. These tools can help athletes manage conflicts within themselves, such as self-doubt or lack of motivation.

Another way to develop conflict management skills in online single-player sports is through virtual coaching and support. Athletes can connect with virtual coaches and support groups through social media, online forums, or video conferencing. These coaches and support groups can provide guidance and support to help athletes manage conflicts with themselves or with others.

Furthermore, online single-player sports can provide a unique opportunity for athletes to engage in conflict management activities.





For example, athletes can participate in online challenges that require problem-solving and critical thinking skills, which are essential components of conflict management. These challenges can also help athletes build their communication and teamwork skills, which are crucial for managing conflicts in sports.

In conclusion, conflict management is an essential skill for athletes, even in single-player sports. Online single-player sports provide an opportunity for athletes to develop their conflict management skills through digital tools, virtual coaching and support, and conflict management activities. By developing these skills, athletes can stay focused, motivated, and achieve their goals.



Topic 6

Sustainability

Sustainability in sport refers to the efforts made to ensure that sporting activities and events are managed in a way that minimizes their negative impact on the environment and community, while promoting social and economic benefits. It involves finding ways to balance the needs of the environment, society, and the economy, while still allowing athletes and fans to enjoy the sport.

Some examples of sustainability in sport include:

- Implementing waste reduction and recycling programs at sporting venues to minimize waste and promote the reuse of materials
- Encouraging sustainable practices by athletes, such as using reusable water bottles and reducing energy consumption during training and competitions
- Using eco-friendly materials for sports equipment and clothing
- Promoting the use of public transportation, carpooling, or biking to reduce carbon emissions associated with travel to and from sporting events
- Supporting local economies by using locally sourced food and goods, and promoting tourism to local businesses.

Overall, sustainability in sport is about taking a proactive approach to reducing the negative impact of sporting activities on the environment and society, while also promoting economic benefits and creating a positive impact on the community.

Education through sport can be an effective way to promote sustainability and encourage individuals to make more sustainable choices in their lives. By using sports as a platform for education and awareness, we can create a more sustainable future for ourselves and our communities.

Recycling game

- Introduction

Selective recycling and focus on doing it is extremely important in the sustainability of any sport event. We will create an online game for sending different objects into the right recycling bin

- Learning Outcome

Recycling courses can provide information on the best practices for recycling, such as separating recyclable materials from non-recyclable materials, cleaning materials before recycling, and knowing which materials are accepted in local recycling programs.

- Timeframe

Duration of the exercise is 5 minutes

- **Materials**

The exercise can even be done within virtual reality equipment or even better, with augmented reality, simulating walking in a stadium and encountering various materials that can or cannot be recycled

- **Preparation and Description**

The steps for creating the game are

Objective: Educating individuals on the benefits of recycling or teaching them how to properly sort recyclable materials.

Game Mechanics: The game format will be a simulation of sending different objects to the right recycling bin. For each correct assignment a sound will be played and 1 point awarded. After each minute of play the speed at which items are allocated will increase

Recycling Categories: The bins in the game are paper, plastics, glass and metal Items to be sorted: will be the ones that we will find during a sport event, like soft drinks bottles, beer cans, paper bags, entry tickets, baseball caps etc

Content: in the introduction part of the game there will be a text with information about recycling practices, such as what can and cannot be recycled, the benefits of recycling, and the impact of improper disposal. Then there will be a display of the four recycling bins, in different colours. Different items will appear on the floor and one will have to pick them with the mouse/cursor and move them into one of the bins. For each correct allocation of items one point will be awarded. In the first minute of the game there will be generated 10 items, that will appear on average at 5 seconds each. After 1 minute the speed at which items are appearing on the floor will double and so on. There will be a time limit to the game like 5 minutes.

Develop the Game Interface: Software experts will create the user interface of the game, which can include graphics, animations, and sound effects to make the game more engaging and interactive.

Test and Launch the Game: In the end we will test the game to ensure that it is functional and user-friendly. Once complete, the game will be launched in the VetS tools

- **Debriefing and evaluation**

After the time is up, the game will present one of the three situations: Recycling hero (80% – 100% correct allocation) Recycling activist (40% – 80% correct allocation) Try again (under 40% correct allocation)

Sustainable Sports Trivia

- **Introduction**

The online trivia game is focused on sustainability in sports. Participants can join the game using a digital platform and answer questions about topics such as environmentally friendly equipment, sustainable transportation methods etc.

- Learning Outcome

This exercise can help participants learn about sustainable practices in sports while having fun and competing with others.

- Timeframe

Duration of this exercise should be 10-15 minutes

- Materials

Laptop, smartphone, tablet

- Preparation and Description

The exercise will have two parts: first a brief description of the sustainability concept in sport and some examples of actions that are required in order to achieve it and a second part with a quiz based on an existing platform, like Kahoot! With 25 questions. Each question will score 4 points if answered correct. There will be only one correct answer out of 3 options, but sometimes we will also require comments on the last line, to test the understanding and block boots. Below are some example questions:

A. Sports can generate a lot of carbon emissions, which cause climate change. During sports events, what percentage of carbon emissions comes from the travel and accommodation of fans?

- a) 56%
- b) 85%
- c) 98%

B. The production of sports equipment, such as footballs, can create waste and carbon emissions that damage the planet. How many footballs are estimated to be made every year?

- a) 400,000
- b) 4 million
- c) 40 million

C. Sustainability in sport is a big discussion in the news. Many sports leaders and athletes are calling for their sports to become more sustainable. Which sports person recently revealed that climate-crisis fears influenced them to retire from their sport.

- a) Cristiano Ronaldo – Football
- b) Sebastian Vettel – Formula 1
- c) LeBron James – Basketball

- Debriefing and evaluation

The results will be automatically calculated based on the predefined correct answers and the final score will allocate the student in one of the three categories: Sustainability hero (80 – 100 points) Sustainability activist (40-80 points) Try again (under 40 points).

CONCLUSION

In conclusion, virtual education through sport aims to provide a convenient, accessible and effective way for athletes, coaches and sports enthusiasts to learn and improve their skills and knowledge.

The main purpose of virtual ETS is to improve performance and knowledge, offering flexibility and promoting community. In addition, virtual ETS aims to teach life skills using sport as a tool, developing social, cognitive and emotional skills.

To use virtual ETS in practice, video-conferencing tools, e-learning platforms, virtual reality and simulation tools, sports analysis software and social media/online communities can be used. These tools enable virtual coaching sessions, training, immersive training experiences, performance analysis and connection with others in the field of sport. The choice of tools and platforms will depend on the goals and needs of the students and educators involved.

The advantages of using virtual ETS include accessibility, flexibility, cost-effectiveness, personalised learning and inclusiveness. However, there are also risks such as limited physical activity, limited social interaction, technological barriers, lack of supervision and the potential for distraction that need to be considered and prevented when designing interventions.

Virtual education through sport can therefore help athletes, coaches and sports enthusiasts to achieve their goals and to realise their full potential in the sporting, social and professional spheres.

QUIZ

Scenario 1:

Participants are to analyze and edit the first video recorded in Module 1 'Video analysis using 'Coach's Eye' (app) of the exercise 'Squat up and roll forward on the diving box'. For this purpose they use the app 'Coach's Eye'. At the beginning, they watch a short explanatory video that explains the many functions and uses of the app.

Question 1:

On which digital devices can the 'Coach's Eye' app be used?

- a) Exclusively on a tablet
- b) Exclusively on the smartphone
- c) Tablet and smartphone

Question 2:

With the 'Coach's Eye' app, videos can be analyzed and edited in various ways to identify and

document any improvement options. Which videos can be analyzed using Coaches Eye?

- a) Existing and newly shot videos
- b) Exclusively newly shot videos
- c) Exclusively already existing videos

Question 3:

In order to analyze and optimize motion sequences, various functions and tools can be used in

'Coach's Eye'. Which tools/functions can be used in 'Coach's Eye'?

- a) Videos can only be edited with drawing tools.
- b) Only audio comments can be inserted into videos.
- c) Videos can be edited with drawing tools, audio annotated and shared with others.

Scenario 2:

Participants analyze the first video recorded in Module 1 'Video analysis using 'Coach's Eye' (app) of the exercise 'Squat up and roll forward on the diving box'. To do this, they use various tools/functions of the 'Coach's Eye' app.

Question 1:

Which setting function must be selected in order to analyze and edit recorded videos?

- a) Drawing mode
- b) Edit mode
- c) Analysis mod

Question 2:

Which of the following tools/functions cannot be used in 'Coach's Eye' to view and analyze (individual) video sequences in more detail?

- a) Slow motion
- b) Automatic repetition of sequences
- c) Single frame switching

Question 3:

'Coach's Eye' offers various tools to clarify aspects of video analysis that need special attention.

Which of the tools mentioned cannot be used to better clarify the analysis?

- a) Lines, circles, arrows
- b) Drawing tools in different colors
- c) Written annotations and notes

Scenario 3:

Participants analyze the first video recorded in Module 1 'Video analysis using 'Coach's Eye' (app) of the exercise 'Squat up and roll forward on the diving box'. They use the 'Coach's Eye' app for this purpose. In the first step, they want to integrate verbal suggestions for improvement into the video and share the video with other participants. Afterwards, they also want to watch the second video, in which the participants have realized the previously shown improvement suggestions of the movement optimization, in order to be able to see a direct comparison.

Question 1:

What possibilities does 'Coach's Eye' offer to verbally clarify or share aspects to be considered in motion sequences in videos?

- a) In the video, audio comments can be recorded directly, saved and shared with other people.
- b) Audio comments cannot be recorded directly in the video and must be inserted into the video afterwards in a further step.
- c) Audio comments recorded in the video cannot be shared with other people.

Question 2:

After watching the first video, participants want to watch the second video in order to be able to make a direct comparison regarding improvements in the movement process. Which possibilities does 'Coach's Eye' offer to enable a before and after comparison?

- a) Participants watch the first video on one smartphone/tablet and simultaneously watch the second video on another device.
- b) Participants use the split screen feature and can watch both videos simultaneously on one device.
- c) In 'Coach's Eye', only one video can be viewed at a time.

Question 3:

What are the possible uses of the split screen feature in 'Coach's Eye'?

- a) Two videos can be viewed at the same time in the same perspective.
- b) Up to five videos can be viewed at the same time in the same perspective.
- c) Two videos can be viewed in different perspectives at the same time learning effects and perceptions of the participants during the creation of the trailer.

Scenario 4:

Participants should think about a course with surmountable obstacles and exercises on different gymnastics equipment during gymnastics lessons. The completion of the entire course should then be filmed and a 1-2 minute trailer created. For this purpose, the participants use the app 'iMovie'. At the beginning, they watch a short explanatory video that explains the various functions and uses of the app.

Question 1:

What can the 'iMovie' app on the tablet/iPad/smartphone basically be used for?

- a) For filming, editing and sharing videos/trailers in social media.
- b) Exclusively for editing and sharing already available video templates in the app.
- c) Exclusively for filming and sharing the videos in social media.

Question 2:

Various functions in the 'iMovie' app can be used to edit the recorded movie sequences. Which function must be selected to be able to cut video sequences?

- a) Editing area
- b) Cutting window
- c) Cutting corner

Question 3:

Video sequences can be edited in the 'Timeline', which of the following editing options are available?

- a) Video sequences can be edited to insert transitions between individual sequences, but no audio can be inserted into the video.
- b) Only backgrounds can be inserted and the style, size, font and colour of any text can be changed.
- c) Video sequences can be cut, transitions, clips, texts, backgrounds as well as audios can be inserted.

Scenario 5:

The participants will be introduced to the most important basics of film language in order to be able to select different camera angles, perspectives and shot sizes for filming so that different shots can be staged particularly well for the trailer.

Question 1:

Which of the above camera angles do not belong to the basic perspectives:

- a) normal perspective, bird's-eye view and frog's-eye view.
- b) top view, bottom view and oblique view
- c) Detail shot and long shot

Question 2:

The students learn about different shot sizes in order to be able to shoot their film in different types of presentation. Which functional modality is assigned to the shot size?

- a) The setting size shows what a camera shows (image content, image detail)
- b) The setting size makes it possible to enlarge or reduce the images to be captured by means of zoom
- c) The setting size makes it possible to determine the length of the film sequence

Question 3:

Which of the above shot sizes are not among the classic or most important types of framing in film composition?

- a) Normal perspective, oblique view and top view
- b) Long shot, half-long shot and semi-close-up shot
- c) Detail shot and close-up shot

Scenario 6:

In the course of creating the trailer 'Parkour Highlights' and considering the subsequent publication of the trailer in various social media, the issues of personal rights and copyright must also be addressed.

Question 1:

A trailer represents a special form of film and is characterized by the following facts:

- a) A Trailer lasts 5-7 minutes and shows a basic summary of the film, without showing the end of the film
- b) A Trailer lasts only 1-2 minutes and shows the most exciting and significant sequences of the film
- c) A Trailer lasts up to 15 minutes and introduces the most important characters of the film

Question 2:

In the course of creating the trailer, the participants deal with fundamental aspects of personal rights. Sometimes the participants are given the choice of whether they want to be filmed and whether they agree to the subsequent publication of the trailer in various social media. The personal right of each individual person does not include

- a) The right to the written and spoken word
- b) The right to recognition for filming/videos
- c) The right to one's own image

Question 3:

The protection of copyright is also an important aspect that must be taken into account, especially when publishing videos, films etc. Which of the above criteria do not comply with copyright?

- a) Copyright law prohibits the use of a copyrighted work without the permission of the author
- b) Copyright must be observed by persons only under certain circumstances, if the content to be published serves the general public
- c) Copyright states that the author has the sole right to make a work publicly available, reproduce it, distribute it, broadcast it, lend it and perform it

Scenario 7:

Teamwork and collaboration

Question 1:

What skills are needed to work in a team?

- a) Effective communication
- b) Competitiveness
- c) Individualism

Question 2:

How can collaboration be fostered in a team?

- a) Recognize individual work
- b) Promote competition among team members
- c) Establish common goals and promote participation of all team members

Question 3: What are the benefits of teamwork?

- a) Increased creativity and innovation
- b) Increased individualism and competition
- c) Increased stress and tension among team members

Scenario 8:

Effective feedback in sports

Question 1:

What is effective feedback?

- a) Providing constructive criticism and guidance to help someone improve
- b) Pointing out flaws and mistakes without offering solutions
- c) Ignoring mistakes and flaws altogether

Question 2:

Why is effective feedback important in sports?

- a) It helps athletes improve their performance and reach their full potential
- b) It discourages athletes and makes them feel criticized
- c) It creates an unhealthy competitive environment

Question 3:

How can coaches provide effective feedback to their athletes?

- a) Use specific examples and offer solutions for improvement
- b) Criticize mistakes without offering guidance
- c) Ignore mistakes and flaws altogether

Scenario 9:

Personal development and self-confidence

Question 1:

How can sport help in personal development?

- a) By fostering self-confidence and self-esteem
- b) By promoting competition and individualism
- c) By limiting personal development

Question 2:

How can self-confidence be fostered in athletes?

- a) By recognizing their achievements and strengths
- b) By constantly criticizing their mistakes and weaknesses
- c) By fostering competition and constant comparison with other athletes

Question 3:

Why is it important to foster self-confidence in athletes?

- a) Because it allows them to develop their maximum potential and performance
- b) Because it encourages constant criticism and low self-esteem
- c) Because it limits their personal and athletic development

Scenario 10:

Empathy and understanding

Question 1:

What does it mean to be empathetic?

- a) Putting oneself in the other person's shoes and understanding their emotions and feelings
- b) Ignoring the feelings and emotions of others
- c) Encouraging exclusion and discrimination.

Question 2:

How can empathy be fostered in sport?

- a) By encouraging competition and exclusion of certain groups
- b) By promoting understanding of other athletes' situations and emotions
- c) By ignoring the emotions and feelings of other athletes

Question 3:

Why is it important to promote empathy in sport?

- a) Because it limits the participation of certain groups
- b) Because it encourages discrimination and exclusion
- c) Because it promotes understanding and respect for the differences of others

Scenario 11:

Social inclusion and diversity

Question 1:

Why is it important to promote social inclusion and diversity in sport?

- a) Because it limits the participation of certain groups
- b) Because it encourages discrimination and exclusion
- c) Because it enables all members of society to have access to the same resources and opportunities

Question 2:

How can social inclusion and diversity in sport be fostered?

- a) By promoting equal opportunities and diversity in the team
- b) By limiting the participation of certain groups
- c) By encouraging exclusion and discrimination

Question 3:

What are the potential benefits of social inclusion and diversity in sport?

- a) Increased individualism and competition
- b) Increased creativity and innovation
- c) Increased stress and tension among team members

Scenario 12:

Effective communication and conflict resolution

Question 1:

What is effective communication?

- a) The ability to convey information in a clear and understandable manner
- b) The ability to impose ideas and opinions on others
- c) Encouraging exclusion and discrimination

Question 2:

How can effective communication and conflict resolution be fostered in sport?

- a) By promoting active listening and dialogue among team members
- b) By ignoring the differences and opinions of other athletes
- c) By encouraging exclusion and discrimination

Question 3:

Why is it important to promote effective communication and conflict resolution in sport?

- a) Because it enables peaceful conflict resolution and improves team performance
- b) Because it encourages exclusion and discrimination
- c) Because it limits participation of certain groups

Scenario 13:

You are the coach of a 15-year-old soccer team with whom you have established a strong rapport and effective leadership. Your leadership style is characterized as democratic, with a focus on task-oriented approach.

Question 1:

What aspects should the leader of a soccer team refrain from addressing with the boys?

- a) disrespectful or dismissive approach
- b) Permissive style
- c) Democratic style

Question 2:

The boys in the team can exhibit different types of behavior. Which ones are considered the best?

- a) Task-oriented and competitive behavior
- b) Task-oriented and Relationship-oriented
- c) Relationship-oriented and friendly behavior

Scenario 14:

You are a boy within a volleyball team. You have a very demanding coach and teammates who are not very motivated. Answer the following questions based on what you have learned from the theory.

Question 1.

Which aspects of Chelladurai's Multidimensional Model should your coach look to for inspiration in improving their leadership within the group?

- a) The characteristics of the leader and parents
- b) Group members and their families
- c) The personality characteristics of the leader and group members

Question 2.

What level of leadership should the volleyball team strive to achieve?

- a) Shared leadership
- b) Authoritarian leadership
- c) Transformational leadership

Question 3.

What behaviors of the coach can the boys on the team observe using the Mediation Model?

- a) Support, technical instructions, punitive style
- b) Support, technical instructions, words
- c) Support, punitive style

Scenario 15:

You are a female member of your soccer team. Your role within the group is that of a motivational leader, rather than a technical one.

Question 1.

How do you define your role within the group?

- a) Someone who knows how to lead a group of individuals (followers) who seek support, reassurance, encouragement, and advice from them.
- b) Someone who knows how to lead a group of individuals and reprimand them.
- c) Someone who knows how to lead a group of individuals (followers) who seek support and reassurance from them.

Question 2.

What are the 4 styles in the contingency theory?

- a) Sell, Delegate Involve, innovation
- b) Sell, Delegate Involve
- c) Prescribe, Sell, Delegate Involve

Question 3.

How are the group leader and subordinates connected?

- a) mutual dependence
- b) reciprocal causality
- c) mutual dependence and reciprocal causality

Answers from the quizzes:

Scenario 1: 1 c; 2 a; 3 c

Scenario 2: 1c; 2 b; 3 c

Scenario 3: 1 a; 2 b; 3c

Scenario 4: 1 a; 2 b; 3 c

Scenario 5: 1 c; 2 a; 3 a

Scenario 6: 1 b; 2 b; 3 b

Scenario 7: 1 a; 2 c; 3 a

Scenario 8: 1a; 2 a; 3 a

Scenario 9: 1 a; 2 a; 3 a

Scenario 10: 1 a; 2 a; 3a

Scenario 11: 1 c; 2 a; 3 b

Scenario 12: 1 a; 2 a; 3 a

Scenario 13: 1 a; 2 b

Scenario 14: 1c; 2 b; 3 a

Scenario 15: 1 a; 2 c; 3 c

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Any questions?

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